

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI

Vol. I.

EDMONTON, ALBERTA, JULY, 1920

No. 2



"No group in modern society can secure its just rights nor exert its due influence in the community without organization."—Elihu Root.

"Teachers are treated meanly, overworked, underpaid, and insufficiently respected. Cheap teachers mean a jerry-built social system. To sweat your teachers is to prepare a revolution."—H.G. Wells.

"The nation which will succeed in the new era is that which which will make teaching the most attractive of professions."
—Dr. H. A. L. Fisher.

"We believe that servility breeds servility, and that if the schools are to produce free, unafraid men and women, citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect."—American Federation of Teachers.

Magistri neque servi.

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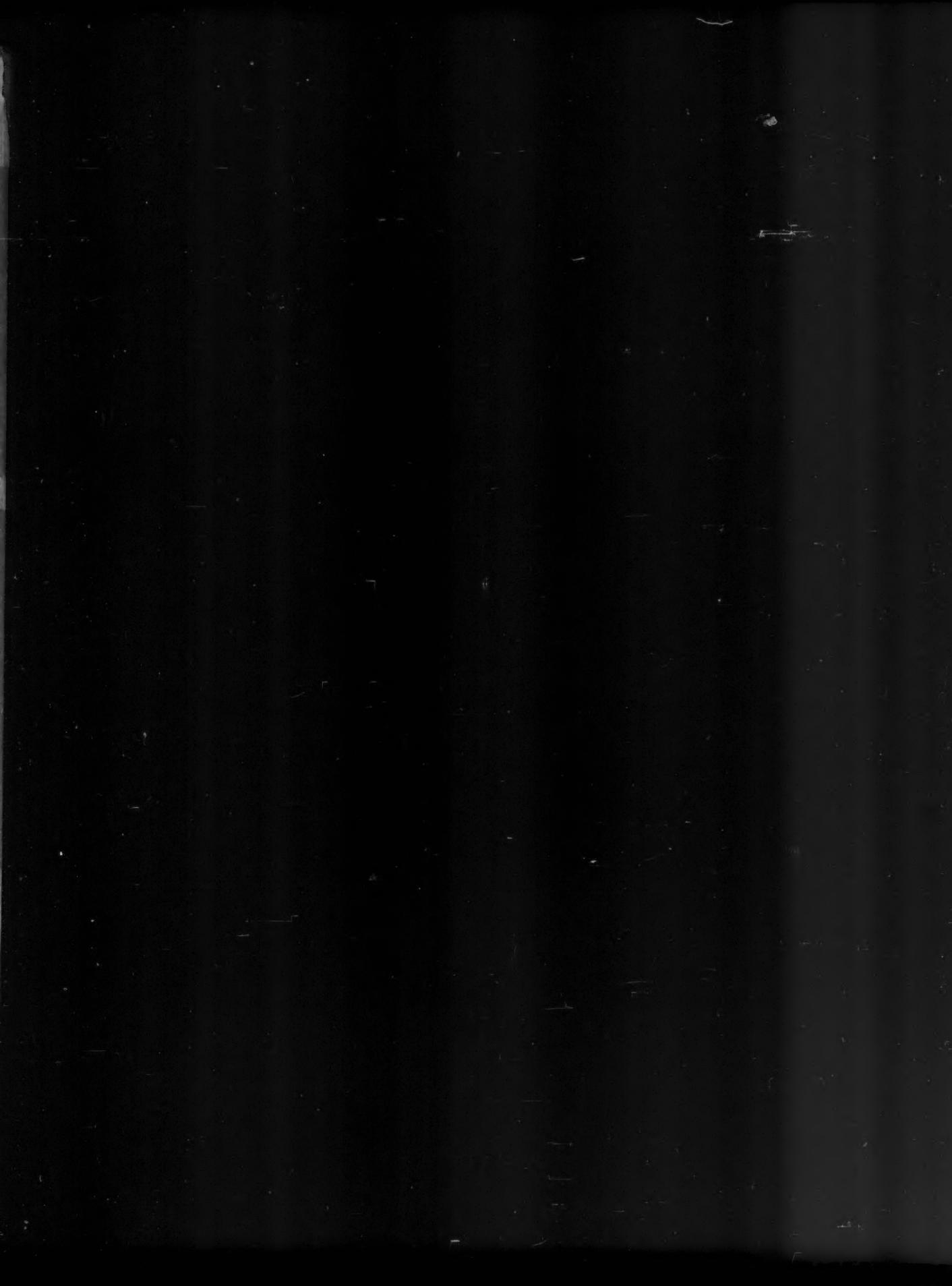
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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance.
Published on the First of Each Month.

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EDITORIAL

TEACHER STATUS

The problem of teacher status is undoubtedly important; perhaps it is of paramount importance. It has been discussed times without number "post memoriam hominum," but it is still unsolved; and one sometimes wonders whether the problem admits of a satisfactory solution. Whether one favors the view of the doctrinaire idealist, such as Theodore Parker, who dauntlessly asserts that "there is not gold enough in all the mines of the world to measure the value of a teacher," or the view of the modern practical man of affairs, who avers that a teacher is "a poor fish," one must admit that much of the discussion on this question has seemed like the task of the Danaids, or, to use Cowper's words, a toil

"Of dropping buckets into empty wells,
And growing old in drawing nothing up."

The solution offered by many teachers' organizations is seen in their agitation for a "living wage." This frankly will not do, in spite of the fact that many communities are prepared to go no further at the present time. A moment's reflection will show that, if real professional standards are to be developed for teachers, the financial reward for teaching will have to be fixed at such a level as will hold the well-trained and capable, and will contend on equal ground with other professions for the most talented and the most efficient. Such a result is greatly to be desired. Could it be effected in this way, pre-war salary scales would have to be trebled, at the very least.

But, assuming the utmost possible in the way of salary remuneration, is the problem of teacher status then solved? Assuredly not; the real difficulty of the problem still awaits us. Assuming that we are to have bread, we are in a fair way to have some bread and but-

ter—if we can get the butter. Economic freedom will be good, when we get it, but we shall not have a professional status until we obtain administrative freedom, and social and political freedom as well. Consider, for example, the case of Labor. Owing to the law of supply and demand, coupled with a bargaining power which results from solid organization, Labor can, in a great measure, stipulate and fix the conditions and administrative details of its work. In this respect, therefore, Labor more closely approximates to the status of the professions, so-called, than do teachers. In fact, many teachers find themselves with a more meagre remuneration and less independence than that sullen genius of the corridors, that pompous apparitor of the "powers that be," the janitor.

Let us suppose, however, that teachers can, by means of school committees, and advisory councils, and school board representatives, mitigate the harshness and acerbities of regulations and regimentation imposed from above, and that teachers acquire the right to some small voice in the selection of their working tools, the curricula and text-books, will teachers even then have a status comparable to that of the doctor or lawyer? Here, again, the answer seems likely to be "no," for any one of three reasons: first, the teacher is, after all, but a nurse-maid; a glorified nurse-maid, if you will, perhaps even a "governess"; a servant in the nature of a nurse-maid, let us say. In this connection, one might observe that there are those who speak bluntly and say: "Fudge, teaching is only a woman's job, anyway!" This logic, though subtle, is specious, and evades the issue by merging the question of teacher status in the broader (or is it narrower) question of sex-equality. In any case, the further question of the domestic slavery of women is raised, and since you protest overmuch against the white cap and apron, we can advance to the second reason: a teacher is a public servant, which is generally interpreted to mean, a public slave. Many are those who incline to the belief that teachers are to be classed with letter-carriers and bank-messengers, and that they ought, therefore, to be provided with a uniform and brass buttons and everything. And when one reminds himself that eminent sociologists maintain that the modern "Kulturstaat," the finest flower of human civilization, would be absolutely impossible unless supported by a "slave class," one begins to despair of finding what would be deemed by teachers a satisfactory solution of the status problem amidst such considerations as these.

But to complete our survey we should examine the third of the reasons mentioned above: teachers are "employees," and as such are subject to the "hire and fire" policy of their "employers," the school trustees. There is a slight equivocation here, of course, since the real "employers" of the teacher are the public, for whom the members of the school boards act in trust merely. Nevertheless, there are entirely too many trustees who consider teachers as their employees like their "hired man" or office boy, and therefore subject to instant dismissal at any time. But surely, as public servants, teachers are in the same class with cabinet ministers, and judges, and postmasters, all of whom can be "fired" quickly enough if the correct procedure be adopted. There is no doubt a difference between a minister and a servant, but just what is it, and why? Perhaps here lies the solution of our status problem.

Truly, then, the solution of our problem does seem like a Sisyphean task. We know full well that men and women of ability, and independence, and enterprise, will not submit to the indignities, regimen-

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(See Report of the Commissioner of Education for 1913—the most recent official statistics on this subject.)

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(See the latest roster of the National Shorthand Reporters' Association as published in its "Proceedings" for 1917.)

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and routine of class-room teaching, but we do not seem to discover why. If teachers' organizations can solve this problem, they will make a contribution to modern civilization of the very greatest importance.

SUCKERING CORN

Yesterday after school I "suckered" my corn. I have a patch of about eight rows, each 120 feet long. The rows are planted in hills of about 3 and 4 seeds each. I bid fair to have the best corn patch in town. But since the recent rains every stalk began shooting up a pair of "suckers." So on the advice of my neighbor, a man from the corn country south of us, I spent the evening removing the little "suckers."

"You see," said he "them there suckers ain't goin' to get anywhere themselves, and they're goin' to hinder the growth of real stalks that will produce corn."

How like many teachers who refuse to join a teachers' protective organization! They are willing to accept any benefit which members with real roots in the organization secure for them. They hinder the progress of real members, while, without the former, the "suckers" get nowhere. In fact, in these days unless some teachers joined teachers' unions they would starve to death.

If you haven't yet joined the "A.T.A.", grow corn; but don't let the "suckers" interfere with your patch. (Adam.)

THE SCHOOLMASTER

We are now receiving the "Schoolmaster," the official organ of the National Union of Teachers of England and Wales, edited by Sir James Yoxall.

Appended hereto is the official Black List taken from the front cover page of the current issue:—

WORCESTERSHIRE L.E.A.
(All Schools—Provided and Non-Provided.)

CROYDON L.E.A.
BOSTON ROAD GIRLS'
COUNCIL SCHOOL
(All Teachers.)

SHOREDITCH POOR LAW SCHOOLS,
HORNCHURCH, ESSEX.

HOME FOR EPILEPTICS,
MAGHULL, LIVERPOOL.

HOLBORN POOR LAW SCHOOLS,
MITCHAM.

CANDIDATES SELECTED for the above posts, who are Members of the Union, are earnestly requested to apply for information to the General Secretary.

Here are a few other notices clipped from the front cover page. Just read them to see if you don't get a few new ideas:

REGISTER OF SCHOOLS.

The Executive have information regarding certain schools, and when considering a new appointment a Member can ascertain whether the file contains information relating to the school in question. Enquiries should be addressed to the L. and T. Department, and be accompanied by the Certificate of Membership for the current year.

REQUESTS FOR RESIGNATIONS.—
Members requested by their Education Authority to resign their situations must always obtain advice of the Union before doing so.

TEACHERS' AGREEMENTS

Members are requested before taking up a fresh appointment to submit to the Head Office of the Union the form of agreement (if any) they are asked to sign.

* * *

When one considers the foregoing, and learns that this powerful threepenny British weekly, of some 136 pages, crammed with advertisements, and with articles on every conceivable educational topic, numbers its subscribers by the tens of thousands, one begins to realize what a strong bulwark it is for the teaching profession of Britain.

* * *

We note, however, that many of the questions and issues discussed in the Schoolmaster have a strangely familiar sound and appearance. The Burnham wage scale, Registration of Teachers, Security of Tenure, Teachers' Agreements, Consultative Councils—all these are live topics in Alberta. One contributor discusses the question: "Is teaching a profession, or merely a vocation?" Numerous other writers deal with the problem of religious education in schools,—a subject of keen controversy since the announcement of Mr. Fisher's "Right of Entry" Proposals.

* * *

The Ponoka School Board continues to offer indignity to the teaching profession. Its yearly advertisement has recently appeared, calling for applications for the different positions in the Ponoka School.

What a courageous and facile method of dispensing with undesirables! Would it not evidence real "British pluck" and fair play to openly tell the teachers not wanted to seek employment elsewhere, and then to give the good and faithful servants the satisfaction of a vote of confidence and thanks, instead of putting the head of each and every one in the noose. Perhaps, like a public executioner, the Board enjoys the sensation of hearing the sigh of relief, and of observing the pallor of terror give place to the blush of relaxation, when the poor victim realizes that the reprieve has been granted and the bolt will not be drawn.

It might be supposed that a School Board which feels itself secure enough to throw down the gauntlet has always offered some strong inducement to teachers in the way of exceptionally high emoluments. However, judging from last year's application forms of Alliance members in Ponoka, the reverse would appear to

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be the case. Indeed, it occurred to us that the salaries paid to the Ponoka teachers were a reproach to the School Board and citizens of such a wealthy and thriving community located in one of the most productive and fertile districts in the Province. What say you? Is it not about time that common decency put an end to this miserable "hire and fire" and "fire and hire" policy? Is not the new form of agreement embodying the self-renewing feature, and the tenure clause providing for an inquiry into dismissals long over-due? (J. W. B.)

* * *

We thank our subscribers and readers for their many kind remarks in reference to our first venture. We are glad to receive suggestions, and will endeavor to carry them out as far as possible. It should be remembered, however, that we have not yet emerged from the experimental stage.

EDUCATIONAL TAX

Teachers of taxation and students of taxation ought to be interested in this new-old form of wresting taxes from the people. Through much earnest persuasion Medicine Hat City Council succeeded in getting the Legislature to grant permission to raise a rental tax to be used for educational purposes. Every householder (rich or poor) pays monthly into the city coffers 10 per cent. of the monthly rental value of his dwelling; and this under pain of having city gas, water and light supply cut off.

The tax is vicious. It could have been raised on the mill rate. Then the wealthy speculator in idle lands would have to pay his share. Many of these are, however, several years in arrear, and even the courts have failed so far to collect from them. But the humble householder who falls in arrear may be deprived of three vital necessities.

"Five per cent. tax is equivalent to confiscation," has been stated. If a person is too poor to be assessed for anything what percentage would you call a tax of \$30, \$40 or \$50 a year? Buildings in Medicine Hat are assessed for only 35 per cent. of value. 'Tis clear that the influences behind the Medicine Hat Council are the owners of big blocks and of property held for speculation.

Teachers should be observant of these conditions and circumstances. Education is costing more. Taxes must therefore be higher; and salaries must be higher too. Such taxes as a rental tax do not favor teacher interests. And yet the people who originate such taxes as Medicine Hat's Rental Tax alias Educational Tax ride comfortably in their big limousines and scorn the humble teachers who have to walk. (Jatecq El Ruy.)

EDITOR'S NOTES

We owe our subscribers several apologies: first, because of the typographical arrangement of our first two issues. Our excuse is that we are "green at the game"—perfectly valid, don't you think? Please to remember, however, that when selling advertisements one must often sell a particular habitat; for example, some species of advertisers have a fastidious predilection for the space which parallels the leading editorial. This idea, if properly developed, may explain many puzzling features of our "glorious first." In the second place,

we must confess that we have not been over-punctilious about being punctual. Our excuse is the same as given for number one, above, q.v., As auxiliary to this, however, we might say in passing that a few of our most distinguished contributors are "accessories before the fact," and, as such, are not guiltless.

* * *

By the way, and without any reference whatever to the foregoing, might we urge that all contributions or advertisements should be in our hands at least *ten days* before the date of publication.

* * *

Criticize the Magazine, and when you have finished, just write out your criticism and send it in to us. We challenge you! We also invite you to send in communications on any subject likely to interest teachers.

* * *

Applications will be received by the Editor until July 31st, for a position on our staff as Joke Editor. Minimum salary paid. Enclose references, testimonials, and samples with your application.

* * *

It has been suggested that our Magazine conduct a Legal Department and Question Drawer. If such would be of service to any considerable number of our members, we should be glad to make the necessary arrangements. What do you think about it?

* * *

We have recently received some copies of "The American Teacher," the official organ of the American Federation of Teachers. It is a 24-page monthly devoted to the aims and objects of the teacher organization movement. The Editor is Henry R. Linville, 70 Fifth Ave., New York City, and the subscription rate is \$1.00 per year.

* * *

→ We hope before long to establish an exchange of periodicals and magazines with the teachers' organizations in France, England, Scotland, Ireland, South Africa, Australia, New Zealand, and the United States, but in the meantime,—on with the Dominion Teachers' Federation!

* * *

→ The exodus of teachers from our cities who are taking summer courses or post-graduate work at educational institutions in Eastern Canada or in the United States augurs well for a revived professional spirit. It also shows clearly enough that most teachers are willing to enlarge their professional or academic attainments if they can find the means to do so. The recent salary increases are beginning to bear fruit.

* * *

There was some misapprehension regarding the reference to the "missionary spirit," and "patriotism" on the front cover page of our first issue. We did not mean to imply that these qualities are not to be found in the make-up of a teacher,—indeed, far from it. What we were trying to castigate is the contemptible idea that the possession of these qualities by a teacher furnishes an excuse for sweating him.

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REV. N. D. KEITH, M.A., President.

And why is this subject raised, anyway? Teachers are patriotic and self-sacrificing, always have been, and always will be; everybody admits that. Then will some one please explain why it is that, whenever these qualities of a teacher are being discussed, there is always some talk in the air, not, as there very properly might be, of rewarding him for his virtue, but of refusing to do so?

* * *

Edmonton Photographer to "A.T.A. Magazine" representative, canvassing for ads.: "It would be waste of money for me to pay for an ad. in this paper. Teachers cannot afford to pay for first-class photos."

"A.T.A. Representative: "But teachers are all earning \$1,200 per annum or over."

Edmonton Photographer: "Shucks, what's that! \$1,200 doesn't go far. They'll want all that these days to pay for board and decent clothes."

* * *

A well-known city lawyer, glancing over the front page cover of our June issue the other day, exclaimed: "Absolutely; that hits it right on the head; it is a crying shame that the \$1,200 minimum should be a serious issue to-day, considering the purchasing power of the dollar. Why has the impression been given at your Conventions and in the Legislature that \$1,200 is more than School Boards can be expected to pay?"

* * *

Vacations would not be such bad things for teachers if they did not have to eat and wear clothes.—Calgary Albertan.

* * *

If you want to see how a Southern lynching works, just study the way the wild westerners cut off the heads of teachers who court the disfavor of a posse of citizens. These mass executions are no doubt defensible psychologically as justifiable "schrecklichkeit"; besides, they certainly prevent contagion.

* * *

"Since the A.T.A. has jacked up the salaries, I am getting a better class of teacher in the rural schools of my inspectorate,"—an unsolicited remark from L. J. Williams, B.A., I.P.S., Medicine Hat.

* * *

A university student from Edmonton was offered a teacher's position in the country. "At what salary?" he inquired. "1,200," was the reply. "Can't accept. I have an offer of work on a motor delivery truck for the United Bread Co. at \$100 a month, and I can board at home and wear old clothes; why should I teach?" That's it, why?

* * *

Here is an interesting problem in educational policies. Given (a) a small town where all, or practically all, of the women teachers belong to the town and have family or property ties, and (b) a school board dominated by a trustee or two distinguished for parsimony. What's the answer?

The answer of the past has been generally the same all over the Province. The penurious policy has taken advantage of the circumstances of these women and refused them salary increases, or kept them down to

the lowest notch, or delayed their taking effect. These women were at the mercy of the trustee and suffered accordingly. The answer of the present is not the same as that of the past, and certainly the answer of the future will be decidedly different. These women now belong to the Women's Federation and to the O. E. A. salary circles, or if not, they should join at the earliest moment. That places the organized teachers' movement at their back, and the penurious trustee finds himself facing a new situation. Union among the teachers of the Province means a new era for teachers in their home towns.—Toronto Globe.

* * *

An 18-year-old Grade XI student in the Central High School in Calgary has just signed a contract with a Lethbridge Theatrical Company to play the cello in their orchestra at \$40 per week. He has had no experience whatever in this work, but starts at a salary of \$2,080 per annum—a salary higher than the minimum paid in either Edmonton or Calgary to university graduate with years of experience. Moreover he plays for only five hours a day in two sessions. Is it any wonder that young people are not coming into the teaching profession?

* * *

So far no nation that paid its coal-heavers more than its school-teachers ever rose to a leadership in the affairs of men.—Kingston Whig.

* * *

In a survey taken in one of the High Schools of Calgary, it was found that out of about seventy students in Grade XI, only three stated their intention of entering the teaching profession. Of these, two intended to teach on permits. Where is the missionary spirit of our young people? Yet some teachers say they are getting enough pay. Possibly they are, but no juniors will accept it.

* * *

Teachers are advised to win the respect of the community, and all will be well with them. We are not quite sure about this, but we fancy there is something in it—pleasantly reminding one of the ancient method of catching birds with salt.

* * *

A few days ago when a certain teacher was asked to pay the annual fee of \$7 to the Alliance, she answered: "What has the Alliance ever done for me?"—and she saved the \$7. But she had an increase in salary of \$300 or more, as a result of the activities of the Alliance during the past year in establishing the \$1,200 minimum. If this is the species of fungoid micro-psychus that is "moulding" the character of our future citizens, do you wonder at the low status of teachers?

* * *

Some local alliances are half dead because their executives are discouraged from want of support. Hard and faithful work will receive its due meed of criticism, of course, but criticism ought to serve merely as the sauce for encouragement, giving it a tang and piquancy. Indifference, however, is a deadly poison for the teachers' organization movement.

Support your executive and see what happens.

* * *

According to the Edmonton Journal, there was some discussion about "coping with the Alliance" at the recent Conference of city School Boards. This is surely encouraging.



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The prestige of the Hudson's Bay Co. has been steadily and painstakingly built up as the result of nearly three centuries of trading. This prestige is the most cherished asset of this great institution. It is something which money cannot buy, because it is founded on the confidence of the buying public—confidence that comes only from a fair deal and expert merchandising experience.

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Symposium "A"

The Teacher Status Problem; or, Is Teaching a Profession

The Editor proposes to conduct a Symposium on the subject: "The Teacher Status Problem;" or, "Is Teaching a Profession?"

We begin with two letters clipped from "The Schoolmaster," and an article by Alastor, of Calgary, but these are merely by way of overcoming the inertia of starting. We invite all our readers to express their ideas on this subject, and we shall publish in the next three issues as many of the letters received as space will permit. Letters should be not longer than one column (500 words), and must be signed by the writer. An "honorarium" of \$15.00 will be paid to the writer of the best letter received before September 20th. 1920.

The following "open letter" appears in "Schools and Schoolmasters" in the Liverpool Courier:

"My dear H—, You write to tell me that you are thinking of entering the teaching profession. I admire your courage! I applaud your intention! But there are one or two things that you ought to consider before you take so irrevocable a step. You are eighteen (a charming age), you are fond of books, you have good health, you are ambitious—in a word, have the world at your feet, and you are thinking of entering the profession of teaching! Well, if I were your age and I had my time to live over again, after thirty years' experience of its pleasures and its pains, I would join with you to-morrow and enter college, and once again enrol in what I believe to be the noblest profession in the world.

"Having said this you will not think I am trying to discourage you if I put a few searching questions. You say you are ambitious! In that case whatever made you think of being a teacher? Even a head master is very small fry. Now, if you turned to literature you might become Wells or an Arnold Bennett, or if you turned to law you might emulate the Lord Chancellor, but teaching is no profession for an ambitious young man. Then there is the money question. What salary would you be content to receive as your maximum? Would £400 a year satisfy you? If you are anxious to make money, go into commercial life, banish from your mind the thought of ever being a teacher. You have the right to ask me: If teaching is no profession for the ambitious young man and if there is no money in it, why are men and women content to remain teachers, and work day after day, toiling arduously, with no hope of recognition and very modest remuneration? No man

or woman can work year after year with children without (if I may use the phrase) falling in love with them. He or she may slander them and call them little devils, but deep down in the teacher's heart there is a wealth of affection for the scholars. Then, consciously or subconsciously, the teacher begins to realise that personal ambition and money are very small things beside the great work of laying the foundations of the New Jerusalem or New Liverpool or New London, which is the impersonal aim and impersonal ambition of his life. "If, then, you are willing to join the brotherhood of those to whom their work is far more than personal ambition or any monetary reward, if you are content to work for a future which you will never see, I welcome you with both hands as a fitting recruit to the noblest profession in the world—Believe me, my dear H—, yours most sincerely,

"Schoolmaster."

Sir,—The difficulty of obtaining candidates for the teaching profession has prompted a Local Education Authority to issue a circular to children inviting them to become teachers. In view of the constantly decreasing number of candidates each year it is obvious that some special inducement should be forthcoming. The inducements held out in this circular are as follows:—

- (1) A competent salary.
- (2) Short hours.
- (3) Long holidays.
- (4) Security of tenure.
- (5) An adequate pension at 60.
- (6) Opportunities for social service that no other profession offers, and that appeal to all generous-hearted young people.

The circular adds: "You will have hard work, and you will not make a fortune, but you will never know want, and you will know abundantly the joy of service for your fellow men."

But there is another side to the picture.

The "competent salary," in Middlesex, for example, for men of twenty-one (after a long and expensive training) commences at £204 per annum. This is over £1 a week less than the £5 weekly received by the Ilford dustman, and even less than the £4 weekly of the road-sweeper of Bermondsey or Stratford. As to "short hours," the majority of the public are under the common delusion that a teacher's work is limited to the 5½ hours daily, spent on the school premises; but quite as much time must necessarily be spent out of school in scholastic work and in keeping abreast of the repeated innovations occurring in the school curriculum. The "long holidays" compare favourably, no doubt, with those of the average worker, but they are essential to the health of the children, and there are few occupations involving a greater strain on nerve power than that of teaching. Sufficient evid-

ence of this is afforded by the increasing number of nervous breakdowns occurring among members of the profession, notwithstanding the fact that all entrants to the profession are subjected to a rigid medical examination requiring a high standard of physical fitness.

Regarding "security of tenure," it is illuminating to read in the report of the Easter Conference of the N.U.T. that the Tenure Fund, levied at 6d. per member, showed an adverse balance of £8,000, and that Conference agreed to an increase of 1s. 6d. per head. The "adequate pension at 60" after 40 years' service, will in many cases be less than that received by a police constable after a much shorter period. Most teachers will admit "opportunities for social service," but they are so continually being examined and re-examined, inspected and re-inspected, restricted and repressed, directed, managed, and mis-managed, that they are forced to exclaim: "Is life worth living?" Moreover, "opportunities for social service" are mighty poor things with which to keep the wolf from the door. A teacher will certainly have hard work, and will not make a fortune, notwithstanding the statement of the great philosopher, Theodore Parker, "There is not gold enough in the mines of the world to measure the value of a teacher, who lifts the souls of children to the true dignity of life and living." Mr. H. G. Wells ably sums up the whole question of the treatment of teachers when he says: "Teachers are treated meanly, overworked, underpaid, and insufficiently respected. Cheap teachers mean a jerry-built social system. To sweat your teachers is to prepare a revolution."

"The Committee."

Southgate & District Teachers' Association. (N.U.T.)

—The Schoolmaster.

IS TEACHING A PROFESSION?

Is teaching a profession, a business, a trade or merely a form of labor?

It can scarcely be called a profession as it is to-day with about 50 per cent. of its numbers unqualified. A profession is made by those who belong to it. Its members decide upon who shall and who shall not be admitted; they determine the conditions under which they work (their Ordinance); they issue licenses, certificates and permits; they discipline their wayward members, and they decide upon their remuneration or fees; i.e. their own minimum. In other words, a profession possesses self-determination. If this be true, teaching is still far from a professional status. In fact teachers lack even the rudiments of professional etiquette, to say nothing of status.

Neither can teaching be called a business because a business man deals in the exchange of commodities which he sells for more than their cost.

Nor can it be called a trade in the proper sense of the term.

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Then teaching in its present condition is nothing more than common labor, where each sells his service to the highest bidder; and, unfortunately, no one has to bid very high for it either. It is labor also in the sense that the teacher serves an employer who fixes his wages, sets his conditions of labor, determines his working hours and supervises his work.

This being the case, is it not possible for teachers, by united effort, to raise their status from that of the common laborer to that of the professional man? Can we not become self-directing? Can we not determine who shall and who shall not be granted licenses? Can we not determine the conditions under which we work, i.e.—our Ordinance? Doctors, lawyers and druggists do this. The Medical Association of Alberta recently

decided that chiropractors and osteopaths must take their examinations in *Materia Medica* etc., and it has to be. The law of the land decrees it. The same Association threatens to cancel the licenses of medical men who are too free in issuing liquor prescriptions. Druggist Associations bring similar pressure to bear upon their members. The same is true of Chartered Accountants. Yet we poor teachers are helpless in these matters. We are mere footballs of the sporting public: yet we have a sort of inherited idea that we belong to a profession. We boast of our profession and our dignity. Where is it? Let us waken out of this delusion; let us deal with facts and realize our possibilities. It is up to us. We can become self-determining and make a real profession of teaching if we will.—(Alastor.)

Symposium "B" Educational Problems

Our Educational Editor, Mr. T. E. A. Stanley, proposes to conduct a Symposium on the subject: "Should the Public School Course be Shortened Two Years?" This subject is under consideration by the Department of Education, and teachers ought therefore to have a voice in the matter. Mr. Stanley, who is almost the "doyen" of Alberta teachers, is Principal of the South Calgary High School, and, by reason of his long experience as a teacher, is eminently qualified for this work. Send all letters and communications to T. E. A. Stanley, 1727 9A St. West, Calgary.

Professional Organization of Teachers

By John Dewey, Professor of Philosophy, Columbia University

We (teachers) have not had sufficient intelligence to be courageous. We have lacked a sense of loyalty to our calling and to one another, and on that account have not accepted to the full our responsibilities as citizens of the community.

To my mind, that is the great reason for forming organizations of this kind, and organizations which are affiliated with other working organizations that have power and that attempt to exercise the power like the Federation of Labor, namely, the reflex effect upon the body of the teachers themselves in strengthening their courage, their faith in their calling, their faith in one another, and the recognition that they are servants of the community, and not people hired by a certain transitory set of people to do a certain job at their beck and call.

On a sign downstairs is the statement that all visitors must apply at a certain office before going about the building—a reasonable regulation. There is the further statement that this regulation applies also to the employees of the Board of Education. I am told that this refers to steamfitters and janitor's assistants. But the distinguished representatives of the Board of Education have more than once referred to the teachers and defined the duties of those teachers in terms of "employees of the Board of Education."

This is a common thing; it is even known in colleges. Now, there is a certain sense in which I am an employee of a certain Board of Trustees. There is a certain sense in which you teachers are

paid employees of certain Boards. But to define the rights, the duties and the responsibilities of the teaching profession on the basis of these official bodies who happen to have the control of appointment and fixing of salaries is, as has been well said by some one else before me, like regarding the Justices of the Supreme Court of the United States as hired employees of the President and the Senate, because they happen to be the immediate parties concerned in their selection and appointment.

As the President and the Senate who confirm the nomination of a Supreme Court Justice are simply trustees for certain public interests, so this school board and even such sublime and lofty characters as the President of the Chicago Board of Education, who is not obliged to give reasons for his actions in dismissing faithful and competent teachers, are trustees on behalf of the public to provide a machinery for the appointment of certain persons who are then to be not their servants, but the servants of the community, of the whole community, and not of any particular class interest within it.

As the history of the Chicago Federation already shows, the great reason for the spread of these federations and for their affiliation with the general Federation of Labor is that it will strengthen in the teachers the sense that they are the servants of the community, that they are responsible to the community; and it will give them the backbone and the courage to look the facts of the situation in the face and go ahead and do the right thing.

Upon the whole, we have two kinds of teachers' associations. There are the

purely pedagogical associations, those that discuss methods of teaching the alphabet and penmanship, and the multiplication table. Nobody ever heard of those associations getting into any trouble, so far as I know. They are a very good thing. They serve a very useful purpose. There isn't a sinister interest in the United States that isn't perfectly willing to leave in the hands of the teaching body the ultimate decision on points of that particular kind, which come to be known as "pedagogy" and "pedagogical methods." There is no certainty, there is no likelihood, however, that the views of the body of teachers, in most of the cities and towns of the United States, will at the present time have any real, positive, constructive influence in determining the basic educational policy of the schools of their communities, so far as a general aspect of education is concerned. As to things that in the long run affect the life of the community, that affect the relations of capital and labor and so on, discussions and deliberations of these purely pedagogical bodies are, as we all know, practically impotent.

On the other hand, there are organizations which do not call themselves unions, which do not in any way affiliate themselves with labor unions and federations, which have performed a needed and a useful task in protecting certain personal interests of teachers, in protecting their salary interests, the tenure and security of office. Strangely enough, some of the leaders of these organizations who have done this purely personal work of looking after the personal interests of a teacher, seem to look with considerable horror upon a federation

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Teachers' Salary Schedule

SENIOR HIGH SCHOOLS

PRINCIPALS —First Class Certificates and University Degrees—\$3000 to	\$3500 in 5 years.
ASSISTANTS—First Class Certificates and University Degrees—\$2000 to	\$2900 in 6 years.

JUNIOR HIGH SCHOOLS

PRINCIPALS —\$150.00 per annum in addition to salary paid Senior High School Assistants.	
ASSISTANTS—First Class Certificates and University Degrees—\$1800 to	\$2400 in 6 years.
ASSISTANTS—First Class Certificates only—\$1700 to	\$2300 in 6 years.

PUBLIC SCHOOLS

PRINCIPALS —16 to 20 Rooms Inclusive—First Class Certificates and University Degrees—\$2250 to \$3050 in 6 yrs.	
First Class Certificates only—\$2050 to	\$2850 in 6 years.

PRINCIPALS —12 to 15 Rooms Inclusive—First Class Certificates and University Degrees—\$2200 to \$3000 in 6 yrs.	
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PRINCIPALS —12 to 15 Rooms Inclusive—First Class Certificates only—\$2000 to	\$2800 in 6 years.
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PRINCIPALS —8 to 11 Rooms Inclusive—First Class Certificates and University Degrees—\$2150 to \$2950 in 6 yrs.	
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First Class Certificates only—\$1950 to	\$2750 in 6 years.
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MALE ASSISTANTS —Schools of 12 Rooms and Over—First Class Certificates and University Degrees—\$1800 to	\$2250 in 6 years.
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First Class Certificates only—\$1650 to	\$2150 in 6 years.
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Second Class Certificates only—\$1650 to	\$2100 in 6 years.
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FEMALE VICE PRINCIPALS —\$250.00 per annum in addition to grade teachers' salary.	
over which they have supervision, their own room to be counted as one room; provided, however, that in the event of a teacher being Principal of a one-room school only, such one room shall count as two rooms when computing salary.	

GRADE TEACHERS —First Class Certificates and University Degrees—\$1200 to	\$1700 in 6 years.
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First Class Certificates only—\$1200 to	\$1600 in 6 years.
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Second Class Certificates only—\$1200 to	\$1500 in 6 years.
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KINDERGARTEN TEACHERS —Paid on same basis as Grade teachers.	
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KINDERGARTEN ASSISTANTS—\$800 to	\$900 in 2 years.
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TECHNICAL SCHOOL

HEADMASTER —\$3000 to	\$3500 in 5 years.
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HEAD INSTRUCTORS IN WOOD SHOP, MACHINE SHOP AND SCIENCE DEPTS. —\$2150 to \$3050 in 6 years.	
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HOUSEHOLD ARTS AND ACADEMIC INSTRUCTORS —\$2000 to	\$2900 in 6 years.
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Saskatchewan Teachers' Alliance

SCHEDULE OF SALARIES

Collegiates

	Min.	Max.
1. Regina, Moose Jaw, Saskatoon	\$3,500	\$4,500
Annual increments of \$150 for six years and \$100 for one year.		
2. Yorkton, Weyburn, P. Albert...	3,000	4,000
Increases as in 1.		
3. S. Current, Estevan, Moosomin..	2,500	3,500
Increases as in 1.		

	Min.	Max.
Large Collegiates	2,500	3,500
Increases as in 1.		
Smaller Collegiates:		
Graduates	2,000	3,000
1st Class	1,700	2,400
Annual Increase \$150.		

City Public Schools

	Min.	Max.
PRINCIPALS —8 Rooms and up	2,500	3,500
VICE AND PRINCIPAL —Less than 8 rooms	2,000	3,000
ASSISTANTS —Graduates	1,600	2,300
1st Class	1,400	2,100
2nd Class (2 years exp.)	1,300	2,000

Continuation Schools

Schools of Five Rooms or Over

	Min.	Max.	Inc.
PRINCIPALS —Graduates	\$2,500	\$3,500	\$150
1st Class	2,000	3,000	150

ASSISTANTS HIGH SCHOOL DEPT.

Graduates	2,000	3,000	150
1st Class	1,700	2,400	100

ASSISTANTS PUBLIC SCHOOL DEPT.

1st Class	1,400	2,100	100
2nd Class	1,200	2,000	100

Schools with Under Five Rooms

PRINCIPALS —Graduates	2,000	3,000	150
1st Class	1,800	2,500	100

PUBLIC SCHOOL ASSISTANTS

1st Class	1,400	2,100	100
2nd Class	1,200	2,000	100

Former experience to count one-half in above schedule.

Rural Schools

	Min.	Max.
2nd Class	\$1,200	\$1,800
1st Class	1,400	2,000
Graduates	1,700	2,400

which shall actually come into relation with a labor union. I don't know why. But there we have had the situation on the one hand of organizations of teachers dealing with purely pedagogical subjects and on the other hand of organizations which are really of a protective nature looking after the personal interests of a body of teachers.

Now, as I see it, organizations such as are represented here to-night must attempt to get those two things together, to bring together the educational interests which now are discussed in a purely theoretical way, and these other more practical concerns. We should have an organization which shall not on the one hand merely discuss somewhat minute and remote subjects of pedagogy with no certainty as to how their conclusions are going to take effect in practice, nor simply look after the personal and more or less selfish interests of teachers on the other hand. But we should have a body of self-respecting teachers and educators who will see to it that their ideas and their experience in educational matters shall really count in the community; and who, in order that these may count, will identify them-

selves with the interests of the community; who will conceive of themselves as citizens and as servants of the public, and not merely as hired employees of a certain body of men. It is because I hope to see the teaching body occupy that position of social leadership which it ought to occupy, and which to our shame it must be said we have not occupied in the past, that I welcome every movement of this sort.

Objections are frequently made—generally, I think of a very snobbish character—against these federations, because of their affiliation with labor unions. I won't stop even to argue against the merely snobbish features of that matter. I would like to point out that these labor unions are engaged in useful service; that they also are servants of the public and it may be that if the more enlightened, more instructed—that is to say, the more lettered portions of the community like the teachers—put themselves fairly and squarely on a level with these other bodies of people who are doing needed and useful service, that they will hasten the time when all of these unions will look at all of their work and labor, not

merely from the standpoint of their personal interests and the protection of these personal interests, important as that is; but also from the standpoint of service to the general public.

There is one other thing I want to say. Why is it that teachers—who have not had to live by the labor of their hands and suffered the privations and difficulties of many of the members of the trades unions—have found it necessary in the time of need and extremity to turn for active support, not to manufacturers' associations and bankers' associations and lawyers' associations, and the so-called respectable elements of the community, but have had to turn to those bodies of organized labor? I think that is cause for shame and humiliation on the part of the so-called respectable classes; but, I think on the other hand, it is a source of pride and self-respect for the members of these labor unions and is a reason why every teacher should feel proud to be affiliated with the labor unions.

*From Address delivered at Mass Meeting in New York City by the American Federation of Teachers, and published in *The American Teacher*.

Some Impressions

The Tenth Annual Convention of the Alberta Educational Association by Reflector

The Convention held in Calgary on April 6, 7 and 8 is over, and possibly forgotten; now we may look back and try to judge of it fairly. It is our purpose to give some of our impressions for the benefit of our readers who were unable to be present.

From the start the sessions were well attended. There could be no doubt whatever in the mind of any thoughtful attendant at the meetings as to a keenly aroused interest in educational affairs. The very atmosphere was tense with expectation of "we knew not what."

Tuesday a.m.

The invocation as offered by the Rev. C. A. Sykes, pastor of the Church. This as followed by the customary addresses of welcome from Mayor Marshall and Chairman of the School Board Sellwood.

One point in Mr. Sellwood's address we should like to call to the attention of our executive; he said that he had not known until a few days prior to the convention that our Association was open to all interested in education, and that he thought this should be made more widely known. Since then we have heard several say they did not know that the teachers had two organizations. It has often appeared to us that our Educational Association is too entirely a teachers' organization. This Association should be the common ground for all educational matters to be discussed by all interested in education. Can we not get here leaders from Church, State, Medicine, Law, Farmers' Associa-

tions, as well as from Educationists and Labor. By the way, is it not delightful the way the A. E. A. ignores Alberta's chief educational institution, the University? We wonder why?

The Rev. Everard Edmonds' reply to the addressees of welcome was well received and struck many as more pertinent to the questions of the day than much that was poured forth in the three days. Mr. Edmonds' remark that "any scheme of education that overlooked the up-building of character was bound to fail," and that "every lesson taught in the school should function in every-day life," we recommend to all who draft educational curricula and systems, as well as to the members of the Convention on Character Training held at Winnipeg last October. It is in that last statement that character training looms so large—one need only study the work of Arnold of Rugby, Thring of Uppingham, and many others, to show that they made every lesson tell in the lives of the students.

Again Mr. Edmonds' quotation from Dr. Fisher, that "The nation which will succeed in the new era is that which will make teaching the most attractive of professions," must be hammered home on every possible occasion, as also must be hammered into us teachers the remark that "Better salaries and a higher status must be our watchword, our status being more important than our remuneration."

The Hon. G. P. Smith gave us a survey of the work done and contemplated by the Department, but somehow it left us shall we say, "chilly." The rural question aroused little enthusiasm, the foreign districts scarce aroused interest, and yet both are vital to the welfare of the Province. Some felt that it was all very well for the Minister to talk, eloquent though he may be, but why not spend some of that \$150,000 for the new Normal

School at Edmonton, and of that \$750,000 for the new Medical School at the University, and of the \$1,000,000 for the new School of Technology at Calgary, to make these more vital and more urgent problems attractive to teachers with a larger share of the "missionary spirit" than even most of us can boast. The Province is not ready for these expensive institutions—we know it; so do the prime movers instigating these activities, but—. Well, we have learned nothing from the war, we have not felt the war; so the war being over, we now have a rerudescence of pre-war activities, the same mad rush after Mammon, the same neglect of the finer things of life. We are still at the mercy of the "booster" and the "hustler." Just note how the business men work it. They can raise \$1,500,000 for the enticement of more "colonists" to this delectable country; but never a stiver is offered for an educational purpose. When will "Business" learn that it is good business to provide the wherewithal for a sound education, and that is a general education? Does Business know that Labor is away ahead of it in this respect? See what Labor's pronouncement on education is in the Old Country: "There should be no specialized or vocational education before 16 years of age, or before the child has a good general and cultural education." Fancy Labor's talking about "cultural education!!!" To return to the Minister's address: a local paper came out the next day with this headline in large type: "Soured Individual Has No Place in Schoolroom," and tucked away among other odds and ends in the editorial columns we found this: "Our Minister of Education advises that there should be no place in the schoolroom for the soured disposition. Of course he is right, but

how does he expect the disposition to remain sweet when salaries, accommodation, and all else combine to sour it?"

One thing in the speech we noted with relief. We had been led to the belief that the Minister held firmly to the deadly tradition that "teaching is a stepping-stone to the other professions." Our belief was founded upon press reports of Mr. Smith's reply to Mr. Davidson's proposal in the Legislative Assembly to finance students through their University course. Both in this speech and later at the Knox Church Brotherhood in Calgary Mr. Smith is with us in fighting this tradition to the death; he is keenly desirous of keeping up the standards of the profession, stopping the leakage, etc.

Tuesday p.m.

The afternoon session opened with an able address from our President. Pooling of railway rates was reported upon adversely; amendments to the Constitution were ratified; and the report of the A. T. A. was ably given by our new President of the A. E. A., T. E. A. Stanley. Mr. Stanley's replies to many points raised by the Minister of Education in the morning were most apt and convincing. "For one school closed because that could not pay the teacher \$1,200," he declared, "ten would be closed because there was no teacher to pay." That the salary question was the only one he denied, but rightly affirmed that "undoubtedly this is one of the fundamental questions." "Education is worth what it costs." "If it is part of one's duty to teach school for \$840 per annum, why not let all of us get in on it? If it is a patriotic duty it is a national duty." "It is not necessary for us to formulate means of raising money; we pay legislators to do that."

Mr. Stanley informed us that "a bureau of information has been established for the use of the teachers. Here a record is kept of every School Board which has broken the law or been unfair to the teacher."

Mr. Stanley's strong condemnation of the old method of obtaining increases of salary by personal solicitation was greeted with hearty approval. He maintained that such methods were degrading to the teacher; that the wrong man got the increase, merit having no chance with the "button-hole expert, the volatile tongue, and the glad hand."

Wednesday a.m.

Wednesday morning found the Church well filled. Sir Robert Falconer, President of Toronto University, gave an address on "How to Raise the Status of the Teacher." It was all about what the teacher should do, etc., but there, it can be read in the Proceedings of the A. E. A. The speech was beautifully rendered, a fine lesson to us all of how to speak, but—but—well, we were reminded of a teacher who said on one occasion, "I have been in the Province so many years," giving the actual number, "and have never yet been able to afford a holiday out of it." And the Province offers such wide scope, does it not, in post-graduate and other work? We do need, so many of us, that general cultural education urged by Dr. Falconer. We need to associate with other fellows of better education, other lines of thought than we have. Easy to talk, doctor, but on the

average teacher's salary not much chance to do. Is it not the same old question: "Which came first, the hen or the egg?" only our rendering is: "Which shall come first, a salary to enable us to advance, or the advance with no chance of a better salary even if we can and do advance?"

Dr. Falconer's last address on the Thursday afternoon we urge our readers to study closely. The subject was "The Influence of Personality in Teaching." A full report of all three addresses will be found in the Proceedings of the A. E. A. May we also call our readers' attention to these points from his first address.

"Teachers should be very jealous of their profession."

"Teachers should get the respect of their community."

"Institutions are all very well, and programmes may be essential, but the teacher is more important than either."

"The task teachers are performing is supremely difficult."

Sir Robert's address was followed by greetings from fraternal delegates: apparently the only frater the poor teacher has is Labor, for in all the conventions the Labor delegate is the only one who attends. Again we ask: "Where are Church, Medicine, Law, Farmers, Farm-women, I.O.D.E.'s and all the other organizations who should be interested in education. Ladies and gentlemen of the executive, stir 'em all up for next convention, and give the day if necessary to fraternal delegates. We teachers want to know what others think of education. We know now what our own immediate fraternity thinks, but what have these others to say re our work? We ourselves are to blame, doubtless—then let us wake up and make things hum. We have been in the 'teen age, or self-conscious age long enough; "Papa and Mamma" Department have had us in tow all too long; now let us get out from under to climb to the top, our rightful place. The resources of our country are the children and we are their guardians, instructors, friends. what you will. The nation professes to depend upon us: then let us show ourselves worthy of the Nation's confidence."

No scrap of notice was taken of the U. F. W. A.'s desire to widen the curriculum—ye gods, poor wee Albertani. the U. F. W. A. want you to broaden. Alas! so little is thought to-day of depth. It appears to us it would be worth the Association's while to pay its Secretary-Treasurer more, or someone to keep tab of all that touches educational interests in the Province and elsewhere during the year, such matters to be brought to the convention, and well discussed there. Must we ever be tied down to "Composite High Schools," "Primary Work," "Junior High Schools" and such other narrow topics? Can we not attain to the mountain heights and take in the glorious air of heaven? Can we not get a broader, deeper view of education and its meaning to the world? How much was heard of the Colonization Project of Irrigation in the South, War-time Surgery, Scientific Advance, Educational Changes elsewhere, etc., etc.?

Wednesday p.m.

The usual sectional discussions: we believe readers will get a better view of the topics of discussion in the Proceedings of the A. E. A. As to the composite High School, both Mr. Stanley's and Dr.

Hutchinson's objections are sound; but in our opinion Dr. Hutchinson did not go far enough. Not many teachers can improve upon the choice of subjects made by parent and pupil conjointly. We had hoped while President Taylor in his address was urging the need of medical and dental clinics for each school, that he would have included a psychological clinic as well. This was suggested to us by a perusal of a report by Dr. Strong on the work of the psychologist in America's War Draft. The report is in "School and Society" for 14th June, 1919.

Wednesday Evening

Wednesday evening saw a crowded house to hear Dr. Hodgson's Quartet render delightfully a well arranged programme of vocal music. A refreshing treat after so long a spell of jazz, ragtime and other cubist and futurist or otherwise mad music. The singing and Sir Robert Falconer's speech on "The Realization of Freedom Through Education" were lessons in cultural values. Truly, "A Eulogy of Knowledge," as we heard it called, Sir Robert's address was a beautiful piece of spoken English.

Thursday a.m.

Thursday morning brought a good address on "Teachers and Labor Affiliations." The discussion showed that at last we had come to a "live" topic; and the period devoted to it was tonic in its effect upon many. One thing is clear: We teachers need to exercise great caution over affiliating with anyone, Labor or Capital, Worker or Aristocrat; we are the custodians of the child of both. Have we the right to side with either, or must we not train both children to get each his own intelligent view of life. Shall we descend to Germany's level and give the children of this country a jaundiced view of life? Sympathize with Labor we must and can; joy with Labor in Labor's legitimate triumphs certainly; but so must we sympathize with all and joy with all in legitimate triumph. Of course, the whole question lies in the "legitimacy" of it all. Ours to point the way to sane temperance in all things. That would indeed be the teachers' triumph. Mr. Spence explained in a clear, intelligible way "Proportional Representation."

Thursday p.m.

In the afternoon the usual Business Session, followed by the last and best address of Sir Robert Falconer's. As we listened to his eulogy of Dr. Arnold of Rugby, the thought would persist. "How much of Arnold's wonderful influence was due to (i) his having charge of his students 24 hours in the day; (ii) to the fact that all his students were boys, and boys of practically the same social status? Put Arnold in charge of a modern High School, say, of 500 students of both sexes: should we have the same story to tell? Still, as one of our fellows said, "How much of the cleanliness of English political life is due to Arnold's work at Rugby?"

We have come to the end—we have perhaps been distinctively critical; but we have only the one aim, viz., to arouse us teachers to a higher, truer sense of the dignity of our calling, to the greatness of our work; to stimulate our thought with respect to education as a whole and not in minute fragments. If we succeed in one-tenth of all we would like to do we have not written in vain.

Olympus Nods

Departmental English and the Examination Papers in English Composition by "Quien Sabe"

The egregious blunder on the part of the Department in setting this year's Grade XII Composition paper on work prescribed for 1921 calls attention once again to a condition of affairs which is becoming intolerable to thoughtful, earnest teachers throughout the Province. Why, they ask, may only Normal School teachers, inspectors, or University professors set the examination papers, when High School teachers, more closely in touch with the details of the work, could make far more satisfactory papers? There is only one answer—the Department entertains the fear that if teachers were chosen to set papers on the work which they are actually engaged in teaching, they simply could not resist the overpowering temptation to "cram" their own classes on the examination questions, and to share the guilty secret with other sworn brothers in the A. T. A.!

That this idea of official suspicion of our integrity is no mere supposition is proved by the time-honored custom of shifting teachers around at examination time, so that no one may preside over any pupils in whose success he is personally interested—the assumption being that he would assuredly yield in a moment of weakness, and give his pupils help. This year, it is true, we have seen a slight improvement in this respect, and High School teachers have, for the first time in their lives, presided over their own classes. Does the Department, realizing at last the injustice of its former policy, now wish to show its generous new-found confidence in the teacher? (Business of shaking head sadly.) Not a-tall, Mary. It is but the accidental and entirely unforeseen result of the Department's ingenious plan for saving money by foisting on unwilling school boards the entire responsibility and expense of doing government work. It remains to be seen whether this startling innovation will be accepted as permanent, or whether next year will see the old order restored.

But 'revenous à nos moutons,' as the great poet Lamb was wont to observe. We started off by referring to this year's Composition paper for Grade XII as a shining example of gross negligence and general inefficiency. The inspector or Normal School teacher who set the paper is obviously out of touch with both the work and the curriculum, otherwise he would have known that Shakespeare's "Henry V," Milton's Minor Poems, and Chaucer's "Knight's Tale" are prescribed for next year's collateral reading. No apology or glib explanation that it was "merely a slight oversight" can alter the unpleasant fact that for some hundreds of students in Alberta this has meant a

definite loss of marks. They had carefully prepared the work prescribed for this year, but were shut off, by the "slight oversight" from any chance to profit by their preparation. The explanation offered—that this paper, after being made out, was submitted to a revising committee consisting of one University professor, one inspector, and one city superintendent of schools—only makes matters worse. That such a mistake could pass these three and receive their "O.K." shows how carelessly the "revising" was done.

The Department is making a praiseworthy attempt, of late, to emphasize the necessity of a more thorough teaching of composition in the High Schools of Alberta—a necessity made most glaringly apparent by the results of the recent University examinations. When sixty per cent. of the students in first year English fail, it is surely a direct reflection on the existing system of secondary education in the Province. Where the fault lies, in this respect, will be dealt with more fully in another article; for the present we wish to call attention to just one aspect of the case. The Department should surely set its own house in order before preaching to the teachers. Who of us has not felt a certain sense of shame and indignation in reading the Composition papers set during the last few years?

A weak or awkward sentence may be pardoned in casual conversation or even, let us say, on a Mathematics paper, where too much should not be expected (No?) Very well then, we retract this last); but a Composition paper that is not itself a model of Composition is surely unpardonable, and brings on the Department severe but merited criticism.

Who can forget the uproarious merriment caused by the silly Grade XI paper for 1918 which might better have been entitled, "The Maiden's Prayer"—a paper which took a Wedding as its "Leitmotif" and held to it like bull-pup to a root. It ran something like this: 1. Margery Brown is to marry (oh, happiness!) Lt. Arthur Smith. Write the invitation to the wedding. 2. Wire your mother for permission to attend the wedding. 3. Write a note to enclose with your gift to the groom. 4. Write an invitation to the groom's stag dinner. 5. Write a cheque to pay for your wedding gift. 6. Write a paragraph describing the bride's gown. 7. Write a paragraph describing the groom's new car. 8. Describe the groom's proposal of marriage. Give details. 9. Write a set of ten love letters of graduated intensity, leading up to the grand climax." A faint, wistful echo of this dazzling effort is noticed on this year's paper: "Write a Composition of not less than two pages on 'The Lost Marriage License—A Story.'"

On this year's Grade XI paper we find eight questions out of eleven beginning with "Write a....." That this is no mere accident is seen by a comparison with papers of other years, set by the same person; the famous "Maiden's Prayer" of 1918 shows a similar propor-

tion—ten out of fifteen. It is a settled habit. Surely this is discouraging to the teacher who has been emphasizing constantly the need of variety in sentence structure, and who has made it a point of honor in his or her own examination papers to avoid such unpleasant similarity of structure. Should not the Official Fountain-Head of Wisdom be able to set an inspiring example to its faithful though untrustworthy servants, the teachers? (Business of waiting for reply.) Let us then investigate further. What about the "selection of words" in the following questions: 1. Write brief notes on how you would strive to secure 2. Write a cheque upon the Merchant's Bank. 3. Describe in a careful paragraph Or how is this for an awkward sentence: "Enumerate four points that it is important to remember in writing any letter"?

Reader, what would you do to a Grade IX student who had the temerity to use a sentence such as the above? (Business of frenzied indignation.) Again: you have taught your pupils to avoid ambiguity and you find in the model paper this sentence: "Write a letter, at least two paragraphs in length, to a friend using the above words." A simple comma would have obviated any suspicion that the friend is given to using such words. You teach your pupils that repetition of a word or phrase, unless for some very special effect, is to be avoided as one would avoid poison; yet on the aforesaid model paper we find this: "Write a letter asking for an extension of time in which to pay a bill which you owe!"

Now is it merely in the Composition papers that we find conspicuous faults; the Department, therefore, cannot lay the blame on one person alone. In the new form of application for Grade IX examination (issued May, 1920) we find the following: "The undersigned purposes to be a candidate. . . . The additional subjects upon which I wish to write are . . ." (Marginal note: supposing this to be the work of a Grade IX student handed in for correction: can you justly change from third person to first?). In the "Notes" for the guidance of applicants we find: "The fees shall be three dollars and shall accompany the application"; (formal legal language is out of place here; why not say: is three dollars and must accompany ?); or again: "The places at which examinations will be held will be announced in June"; (m.n.: no excuse for such an awkward sentence—an average Grade VIII pupil could do better.)

We are wearying of the role of apologist to the laity. As a body of loyal teachers we wish to be able to "point with pride" to the keystone of our educational system. Is it not, then, the part of true kindness to point out obvious weaknesses such as these, in the sincere hope that our criticisms will be productive of nothing but good? As our revered parental relative used to remark on sundry impressive occasions in the woodshed, "This pains me far more than it will you; but I feel it to be my duty."

EDUCATION AND SOCIAL PROGRESS

By John G. Niddrie, M.A., Strathcona High School, Edmonton

It is quite evident that discussions on educational policy will always be more or less futile unless the teacher and the citizen view the problems involved as common problems. The school is by no means an isolated institution governed by disciples of pedagogy, but is rather the public expression of common public view on social advancement. It is the gauge of the community that is to be. It is true that there may be a division of labor, but there can never be a division of life. The school, then, does not exist apart from the activities of the citizen at large, but is rather the public expression of the community's view of civilization. Hence the school and the teaching that it gives is the reflex of national sentiment.

It is equally true that a state that is in any way progressive will constantly gain fresh visions of itself. So, the education within that state must change with the changing vision. The parent who proclaims that the education that was good enough for him is likewise good enough for his child has not caught the true meaning of national evolution and falls short of the broad vision that Canada needs to-day. Certainly we believe that we are living in the twentieth century "Revival of Learning;" and what is a revival of learning but the expression of the nation in its forward and upward march?

We feel to-day the force of an educational upheaval. It is not a disorganized disturbance, but an effort to harmonize the curricula of our schools and colleges with the most recent development of society. To stand still is impossible; to revert to policies of the past would be to view social progress through the wrong end of the telescope. Nay, we must rather look upon education as anticipative. Its problems are the problems of to-morrow viewed from the standpoint of to-day.

The aim of education, according to Herbert Spencer, is "to prepare for complete living." If we accept this view we must look upon education as a means to make us happier, freer, and wiser men, rather than accept it as a means to decrease the population of our prisons. The former end includes the latter. The "greatest happiness" theory is psychologically sound, inasmuch as it is an accepted fact that a decrease in crime is an immediate consequence of the realization of the conditions sought. It is a country's educational system that determines its place in

the world's civilization. The equilibrium of society is never static. Nay, it is always dynamic, and education has for its mission and responsibility the keeping of these dynamic forces of civilization turned in the right direction. Furthermore, educational advancement varies directly with the equipment and energy that the public sees fit to put into it.

Education has two main purposes to serve in Alberta, as well as in all other parts of the civilized world. One of these is the improvement of the individual, or culture for culture's sake. The other is education for the maintenance of the community, or as some put it, education that has a bread and butter value. Under the first heading will fall the classical, literary, historical and art courses. The second kind of education is offered in the technical schools, the commercial schools, the agricultural schools and the science departments of our academic schools and colleges. This division of education was recognized by the ancient Greeks, for Plato remarks that "We have gymnastics for the body, and music for the soul." But the two-sidedness of Greek education has become subdivided in our age of commercialism and industrialism, and each division is highly specialized. True enough, every pursuit affords an education. But can any of our schools afford to neglect the aesthetic or cultural side of education? Must we not after all pause with the thought expressed by a Chicago politician in 1915, when he said that the reason why Germany's colonial system was disorganized, while in the British colonies there was perfect order, was the fact that while the German universities turned out great scientists, the British universities were turning out great men?

But each phase of education is necessary to secure the equilibrium of society. It has been said that one cause of the failure, final and hitherto inevitable, of every civilization, has been the inability of Nature to bring to birth, and of civilization to develop, a sufficient number of persons competent for its tasks. Education has resting upon it the obligation to produce for the work of the world as much raw material as the world needs. But this work of the world means far more than "the hewing of wood and the drawing of water." Mankind must be supplied with what it most craves, the perfection of a philosophical, ethical, and cultural system to the glory of the race. To this end the poet is as much of a necessity as the artisan. The two phases stand for two halves, forming the perfect whole.

*"One man with a dream, at pleasure,
Shall go forth and conquer a crown;
And three with a new song's measure,
Can trample a kingdom down."

Does it not seem then that the real test of education is culture? Does it not seem that the educated man will be required to set pace to the manners and customs of the world? We need engineers, we need carpenters, we need blacksmiths; but most of all we need men. The finest traits that mankind is capable

of exhibiting can never be fully appreciated save through the channels of literature and language. Let us hope that a more harmonious educational system may be evolved; one that will be in perfect accord with man's best nature; a system that will educate the inner self for outward things; a system that will make the youth of our nation say with Wordsworth:

"and I have felt
A pressure that disturbs me with the joy
of elevated thoughts."

But one of the most pressing problems to-day is to harmonize our educational standards. Not only must attention be given to the harmonious development of the individual, but we need more national harmony, expressed in the form of a national educational policy. We can surely expect a movement along this line when the teachers, the greatest promoters of education, are working unitedly for a common end, the advancement of education and the raising of their own status. To the teachers the community commits a sacred trust and it is from the teacher that the self-same community must expect and obtain the greatest social and economic return.

*Arthur O'Shaughnessy.

Regulations

Dear Mr. Newland:—

The following regulations have recently been made by the Department of Education:

"The remuneration for sub-examiners who read the answer papers for the Departmental Examinations in Grades IX, X, XI, and XII, be increased from Eight Dollars and Forty Cents (\$8.40) to Ten Dollars (\$10.00) per diem, and for sub-examiners who read the Grade VIII answer papers, be increased from Seven Dollars and Fifty cents (\$7.50) to Ten Dollars (\$10.00) per diem.

That the fee for candidates writing on the Grade IX examination be increased from Two Dollars (\$2.00) to Three Dollars (\$3.00); and

That no fee be charged for the issuing of a certificate to married women who had their certificates issued in their maiden name.

The Board of trustees in each examination centre selected by the Department of Education for examination purposes, must provide accommodation for the candidates who have been prepared for examination at their school, and also provide a teacher or teachers, or other person or persons, who will preside at the examinations and who will be acceptable to the Minister of Education."

These regulations, particularly the last, should receive the careful attention of our members.

DISCIPLINE

By Charles E. Peasley, Medicine Hat, Vice-President of the A. T. A.

During the past year the Alberta Teachers' Alliance has made great progress and there seems to be justification for considerable optimism. Whether it reaches expectations or falls short of the goal depends as much upon the attitude of the rank and file as upon the tact, the patience and the perseverance of the Central Executive. The executive is willing to give freely of its time and energy in carrying out the mandate of the Alliance, but in return it makes demands upon the rank and file, and upon locals, which must be met if its efforts are to be crowned with success. The executive may exert itself to the utmost to do the bidding of the Alliance and yet its work may be rendered abortive by the chance remark of an individual member, whose voice may be considered by the public to be the voice of the majority; or, again, by the thoughtless action of a local whose aim does not reach beyond its own immediate security. In this connection, let there be no misunderstanding: the executive has no desire to do all the work in order that it may have all the glory; neither does it wish to appear harsh or arbitrary; it wants results, and experience has made clear the fact that results cannot be had unless there are evidences, on every hand, of loyalty, co-operation and whole-hearted support.

During the last two years the office of the General-Secretary has been fairly

flooded with letters from members-at-large, and from locals, particularly small town locals, demanding that the executive continue to press for the adoption of a new form of contract embodying the principles of security of tenure, cumulative sick-pay, and automatic renewal. While the executive was endeavoring to satisfy such demands, some prominent members were telling the world that they were not pressing for such a contract since it did not affect them, and some locals were equally guilty because they failed to take any steps at all. It is common knowledge that country and small-town school boards keep pretty closely in touch with boards in the larger places; such being the case, you can readily understand how fruitless would be the efforts of the smaller locals if the larger locals refused to take the desired action. We shall have difficulty justifying the existence of the Alliance if we fail to raise the standard of battle for those who cannot fight alone. What applies to the contract applies also to the salary schedule. Many locals were forced to take less than the Alliance schedule because other locals of like size failed to seize favorable opportunities, or to put forth the necessary and expected effort. When a certain policy has been adopted, it is absolutely essential that a solid front be maintained; little can be gained by anything short of united action. We must

put our shoulders to the same wheel and all push together.

There is another serious defect in our organization which must be remedied before further damage is done. Some locals are altogether too reticent, and, as a result the Central Executive is entirely in ignorance of what they are doing. Under such circumstances it isn't possible for the Central to be of any assistance. Moreover, some locals have attempted to do things which were not in accord with general policy. Such action could be avoided if the General Secretary were kept well informed. Then, again, many locals have faced many sorts of difficulties, but have faced them as though they were alone in the world. Yet a word to the Secretary, and united action might have been brought to bear with entirely happy results. Your method of approaching school boards in matters of contract, salary, etc., your reception by such boards, in fact, all information, either educational or business, is of outstanding importance to the Central Executive, and can be used to very great advantage. Why, then, hide your light under a bushel? It is your duty to communicate with the General Secretary regarding contemplated action, and to report to him, again, the results of such when consummated.

We must keep in mind that to be well-informed means enthusiasm, and that enthusiasm invites success.

WETASKIWIN LOCAL FIGHTS

for Allante Schedule

The case of the Wetaskiwin teachers will be placed before the Provincial Executive at a meeting to be held early in July. Pending the result of this meeting, every member of the A. T. A. should peruse carefully the following report, from which it appears that the Wetaskiwin teachers need the solid support of every teacher in Alberta:

"Wetaskiwin, Alberta,
"June 22nd, 1920.

"Mr. John W. Barnett, Edmonton.

"Dear Sir.—The following is a report of the strife between the Teachers' Alliance and the School Board of Wetaskiwin.

"The minimum salary at Wetaskiwin for first-class teachers is \$950, and for seconds \$900. The schedule provides that there shall be an annual increase of \$100 until the maximum of \$1,200 is reached for second-class teachers, and \$1,250 for first-class teachers.

"After receiving information from various principals, and from secretaries of Local Alliances, regarding increased salaries, the Wetaskiwin Local Teachers' Alliance had a special meeting on May 19th. The following resolution was passed:

"Moved that we ask the School Board of Wetaskiwin to adopt the Alliance schedule next term."

"This resolution was sent to the Secre-

tary of the School Board. The reply contained the following resolution passed by the School Board on June 4th:

"In view of the present financial condition of the City of Wetaskiwin, and in view of the fact that the present schedule of salaries for Public School Teachers provides for an increase of \$100 per annum in the salary of each teacher on the Public School staff starting Sept. 1st next, we deem it impossible to comply with the request of the Local Branch of the Alberta Teachers' Alliance for the adoption of the Alberta Teachers' Alliance Schedule starting Sept. 1st next."

"In the meantime the Provincial Alliance was notified, and the following telegram was received by the Local Alliance:

"Provincial Alliance will back Wetaskiwin in fighting for Alliance Schedule."

"At a special meeting of the Local Alliance held on June 9th, a compromise was made and the Secretary of the Local Alliance was instructed to give a full account of the situation to the School Board. The following letter was sent:

"Wetaskiwin, Alta.,
"June 14th, 1920.

"Mr. Geo. D. Wallace,
"Secretary, Wetaskiwin School Board,

"Dear Sir.—Kindly bring this letter before the members of the School Board as soon as possible.

"Owing to the increase in living ex-

penses, we have discovered that the present salary is insufficient for the demands made upon it. Similar conditions are recognized elsewhere, and teachers' salaries are accordingly raised. We are asking the Board to reconsider their decision. The Alberta Teachers' Alliance has agreed to support the Wetaskiwin teachers in obtaining the Alliance Schedule. But owing to the financial conditions of the city, we passed some resolutions and sent the following communication to the Board on June 11th:

"That we demand the Alliance Schedule, but that we will compromise by sacrificing one year's experience with this Board; that is to say, a second year teacher will start on the first year Alliance Schedule, etc."

"We are not desirous of strife, but the fact remains that our present remuneration is entirely inadequate.

"We desire your decision by Friday, June 18th.

"Yours respectfully,

"LOLA MINER,
"Sec.-Treas., Wetaskiwin Local."

"As before, the Provincial Alliance was notified. In his reply, Mr. Barnett, the Provincial Alliance Secretary, made the following statement:

"I feel that you have taken just the right attitude with regard to the matter, and it will strengthen you in the eyes of

the public; inasmuch as you have shown them that there is no disposition on the part of the Alliance to be arbitrary, and that we are at all times prepared to consider a compromise, provided a compromise does not involve an indignity.

"The Alliance will stand behind you to the limit in fighting for your last demand; and I am under the impression that the executive would not look with

favor upon any climbing down from your last demand."

"The School Board sent a reply containing the following resolution passed on June 16th:

"Moved that the Secretary acknowledge receipt of letter of June 14th from Miss Miner, Secretary of Wetaskiwin Local Alliance, and state that the Board regrets its inability to comply with the request of the teachers as outlined in said

letter for reasons mentioned in former letter from the Board."

"At a special meeting of the teachers on June 18th, it was decided that teachers hand in their resignations at the end of June. The Secretary was instructed to notify the Provincial Alliance regarding the final result.

"Yours respectfully,

"LOLA MINER,

"Local Sec.-Treas., Wetaskiwin."

A TRUSTEE'S POINT OF VIEW

By a School Trustee

It is not so very many years ago that school teachers were a plentiful commodity, and work of Trustee Boards was concerned chiefly with two points, both in themselves desirable; first, to secure a reasonably efficient teacher, and second, to protect the taxpayer.

Progressive school boards however now realize there is a third point to be remembered, and that is the keeping up of a sufficient supply of well-trained teachers; and no amount of provincial machinery for the education of teachers can divorce this point from the question of salary. The output of our high schools will not in sufficient numbers choose the teaching profession as a life calling if it does not promise reasonable remuneration. The disregard of this third point has resulted in the present serious scarcity of teachers, and in the necessity of giving employment to

teachers who are not sufficiently trained for the work. No nation can keep up in the race of present day competition without an efficient educational system; no country or province is a desirable land to live in that does not provide for its children opportunities for a first-class education; and no educational system can be efficient if it has not a sufficient supply of well trained teachers.

Apart from the salary question, there are two other measures which would be of direct benefit to the teaching profession and indirectly of benefit to Trustee Boards and to tax payers.

First, a sick benefit fund should be provided by every School Board, under provincial legislation, by the setting apart of a certain sum yearly, from which fund teachers incapacitated by illness would draw 75% or 80% of their salary for a period not limited to twenty days, but for a much more extended period, say three or four months. The amount neces-

sary to set apart yearly would not be large, and two or three years' experience would ascertain the approximate amount. This would relieve Trustee Boards of the unpleasant necessity of cutting of the salary of a teacher who happens to have more than a fleeting illness.

Second, a pension scheme should be put into effect to which the teachers and the provincial authorities should contribute. A minimum teaching term of say fifteen years should be required and after a lengthy service at least half pay should be granted for the remainder of life. This measure would provide for teachers past teaching age and relieve Trustee Boards of much unpleasantness in retiring aged teachers.

These two measures would add to the attractiveness of teaching as a life profession, and thus help to supply an adequate number of teachers, and would impose no great hardship on School Boards or taxpayers.

A DOMINION FEDERATION OF TEACHERS

By C. W. T. Swot, Calgary

An effort is being made at the present time to link up the various Teachers' Alliances of the Dominion from coast to coast in order to raise the status of the profession to the plane which its national importance demands. It is felt that a Dominion-wide Federation, modelled after the plan of our political constitution, would do much towards making our educational system superior to any other found in the world.

With this in view a circular letter has been sent out from the Calgary Alliance to several important cities, and the tone of the answers received to date indicates that conditions are already ripe for such a move. Teachers are getting together everywhere; alliances are being formed; and the desire for wider scope and greater unity is growing. The Teachers' Alliance of Saskatoon urges that a conference of delegates from the Alliances of the four Western Provinces be held at some central point during the month of August this year.* The suggestion is certainly a good one, and it seems to be the only way in which unity of action

may be obtained for a "Big Push." It appears that the West is more thoroughly organized than either Ontario or the Maritime Provinces; and that a federation of these four Provinces would be a big step toward the goal, viz.—"a real profession, organized, controlled and operated by the teachers." This is what one Ontario correspondent calls the "Big Idea."

The fact that greetings were exchanged among the various Western Alliances during the session of our Annual General Meeting at Easter indicates the spirit of fraternalism which is widespread over the Dominion. It also suggests a desire for co-operation which we cannot afford to ignore.

The teachers of Ontario and the Maritime Provinces are not thoroughly organized as yet, but are making rapid strides in that direction. New locals are springing up daily and soon they will form valuable units. They are heartily in accord with our aims and ideals, and are striving toward the same goal. They all express the desire to co-operate with us when they are in a position to do so, and

gladly endorse the idea of a Dominion-wide federation.

With these encouraging facts before us it appears that there are great possibilities ahead. Our future looks bright and hopeful, but there still remains much to be done. In fact, very little has been accomplished as yet in comparison with what remains to be done. It will require the interest, energy and enthusiasm of every teacher to bring this to a successful conclusion. We must get every teacher interested and make him an active member of our Alliance. Let us get busy, keep up courage and do our bit. The biggest puzzle still lies before us, but we can solve it if we try. Where is our Foch? Let us locate him. How can it be done? Can we find him in 1920?

Editor's Note

*The editor would edify Mr. Swot and his readers by pointing out that such a conference of delegates from the four Western Provinces was decided upon at the Winnipeg Conference in October last. This conference is to take place at Calgary about the middle of July.

DEMOCRACY and EDUCATION

By D. L. Shortliffe, M.A., Victoria High School. Edmonton

In reading the history of education one is struck by the fact that during each period the philosophy of education has been dominated by a single overpowering idea. This idea, however, is not in any case an intruder in the general field of history, but has its causal nexus with the economic, political and other conditions prevailing at the time. We shall briefly refer to a few illustrations of this fact.

Ancient Sparta was, in form of government, a kingdom, with the somewhat anomalous feature of having two kings. The real governing authority, however, was vested in a council of "elders," twenty-eight in number and elected by a more or less popular body called the "public assembly." This assembly was "popular" in the sense that all Spartans were eligible to participation in it. But we must not overlook the fact that the Spartans themselves were a ruling minority, holding in subjection by force a vast number of subjects who did the work, reaped little or none of the benefits of their own toil, and had absolutely no voice in public affairs whatsoever. And right here is revealed the "causal nexus" above referred to. Given a ruling minority living in unstable equilibrium on the surface of a sea of slaves; given that the slaves did all the work, leaving little or no productive work for the minority to do; and given further that the slaves had in them enough of the spark of manhood to cause them to revolt inwardly at their degradation and to be lying in wait for an opportunity of outwardly doing so, what would naturally be the dominant idea of education among the said minority? The answer is obvious, and is abundantly evident in the Spartan system of education, in which the dominant note was the military one. Be it noted also that the professional trainers at the time were not *educators* in the sense of being leaders, prophets and artists whose function would be to mould the people of Sparta into a new creation; they were exactly the opposite—they were *followers* of the dominant idea, which had its genesis in the social order.

Spatial considerations compel us to limit the number of these illustrations; also to curtail the amount of discussion devoted to each.

On the breaking up of the empire of Charlemagne society in Europe degenerated into a multitude of little isolated social units, in many cases clustering around some church institution and intellectually very largely under the influence of the prevailing theological spirit. These little units were in a sense the germs from the coalescence and development of which there later arose the great Feudal System, and finally, the kingdoms of modern Europe. Once again we find the great bulk of the really necessary work of society done by an ocean of what were in fact slaves, although called by the slightly more euphonious title of "serfs." Of educational philosophy for the serfs there was none. Democracy be-

ing conspicuous by its absence, education for the masses was equally hard to find. Instead, "education" consisted of the accomplishments of those classes who lived in exceedingly fortunate "leisure" on the sloping backs of the serfs. It must not be supposed, however, that this education of the leisured classes was without its virtues. Some of the finest ideas in arts and letters date from those times, it being one of the strange and disconcerting paradoxes of history that not infrequently things which in themselves have been great blessings to mankind have been able to get into the world, apparently, only at the cost of great suffering, and as the by-product of injustice, or even brutality, towards large sections of the race. It would indeed be an enticing field of speculation for the historical philosopher to consider the question whether such a means for the genesis of good is necessarily and inextricably interwoven into the general scheme of things. There are two classes of people who believe so; viz., those who admit it as a fact and are horror-struck by it—pessimists, and those who also admit it as a fact but do not care—cynics. Personally, I do not believe the world is very heavily indebted to either of these classes. Before leaving this illustration, it may not be out of place to recall that once more the teacher was asleep at the wheel—he followed but seldom led.

Largely through the growth of cities as centres of trade, and the development of modern science, the agricultural society of the Middle Ages gave way to modern commercialism and industrialism. England was the seat of greatest development along these lines. By the middle of the nineteenth century the idea of commercial and industrial supremacy was easily the dominating idea governing the actions of us Anglo-Saxons. But here a new development appears. The modern system of production and distribution of the necessities of life, or what have come to be regarded as such, in itself necessitated certain type of education for a great army of workers with both hand and brain. For the first time in history there appears a social order in which some of the workers, even bookkeepers for instance, need a sort of "education" for the special type of work in which they are engaged. It must not be supposed, however, that this "education" was for all the workers at the time of the so-called industrial revolution in England. For society now becomes divided into three instead of two classes. The new class is the much discussed middle class, which in its broadest sense fades by imperceptible degrees into the wealthiest classes on one side and the "working" classes on the other, "working" being used in its narrower or proletarian sense. This, I think, may fairly be taken as the general basis of class distinction in England, from say 1840 down to the present time. The middle classes, especially the traders and investors amongst them, have undoubtedly become the dominant classes in England. This is indisputably the case so far as domestic politics are concerned and is almost equally true in respect of foreign politics, although the actual pow-

er is there far more concentrated than in the home field.

And what has been the effect of all this on educational philosophy? Simply this: we have seen the gradual development of a system of training for the purpose of "getting on in the world" by rising to ever higher degrees of economic prosperity, and to the social and political power which such prosperity brings.

Now this has in many ways been one of the greatest forward steps that the human race has ever taken. But it has its dangers, dangers which possibly the educational philosopher has been culpably slow in perceiving. First, there is the danger that in the mad race for wealth, which, after all, only a few ever reach, the education of the laboring classes be again neglected, either through carelessness or by design. In a word, there has been, and possibly is yet, the danger that once again, instead of a real democracy of intelligent and happy people, and therefore a truly stable society, we may build up an unstable society in which, instead of a small clique, there will be a fairly large clique living by commercial or other cunning a relatively unproductive though busy life, largely at the expense of a discontented army of productive workers. This is surely a real danger, and very possibly is not without its bearing on the much hackneyed "unrest" so prevalent in society at the present time.

Let me quote from "The Nineteenth Century," Vol. XV, ch. 44, on the subject, "Poverty and Progress in England," in order to show something of the subsoil, so to speak, from which the roots of industrial success drew their nourishment, to be "worked up" into the social culture of the middle and upper classes in the early nineteenth century. "The homes of the people, too, were often of the most miserable description. The Irish peasants in their mud huts were better off than the crowded dwellers in the towns; for the former at least had open air and the pure vault of heaven above them, while the latter could only breathe a contaminated atmosphere laden heavily with the exhalations of dirty humanity and the smoke of factories. In Manchester, at the beginning of Queen Victoria's reign, no less than one-tenth of the total population lived in cellars, each reached only by means of a small area, down steps leading from the court or alley in which they were situated. They were often flooded with stagnating filth, and covered only with damp brick floors through which the moisture was continually oozing up and filling the room with disgusting odors. Yet whole families lived in these unspeakable holes, sleeping crowded together on the filthy floor of their grimy cellar." The author of this article is H. Gibbons, Oxford prizeman in economics.

Let us quote again, this time from ch. 41 of the above-mentioned work, dealing with factory workers. "The supply of young people and children in some of the manufacturing districts does not seem to have been equal to the demand, and therefore the mill-owners sought for labor elsewhere. They succeeded in obtaining it from the workhouses. It had for long been the custom for the workhouse au-

thorities to apprentice children in their charge to various trades, and now they began to apprentice them wholesale to the factories. A regular system of apprenticeship grew up, which in many respects was little else than undisguised slavery. Mill-owners would arrange with overseers of the poor in different parishes to send them a number of workhouse children, who were conveyed to their destination in quantities by wagons or canal boats. Or sometimes agents who made a traffic of thus procuring apprentices would collect together a lot of children from various parishes, and transfer them to a factory district where they were likely to be wanted, and there they would keep them till they could get rid of them to some manufacturer in need of "hands."

Very often the children were kept in a dark cellar where, we are told, "the merchant dealing in them brought his customer, by the light of lanterns being able to examine the children." Then, when their limbs and stature had undergone the necessary scrutiny, the bargain was struck, and the poor innocents were conveyed to the mills." The fate of these poor children on their arrival on the scene of their future work is thus described ". . . . The custom was for the master to clothe his apprentices and to feed and lodge them in an apprentice house near the factory. Overseers were appointed to see to the work, whose interest it was to work the children to the utmost, because their pay was in proportion to the quantity of work they could exact. Cruelty was of course the consequence; and there is abundance of evidence on record, and preserved in the recollections of some who still live to show

that in many of the manufacturing districts cruelties the most heart-rending were practised upon the offending and friendless creatures who were thus consigned to the charge of master manufacturers. They were harassed to the brink of death by excess of labor; they were flogged, fettered and tortured in the most exquisite refinements of cruelty; they were in many cases starved to the bone while flogged to their work, even in some instances they were driven to commit suicide to evade the cruelties of a world in which, though born to it so recently, their happiest moments had been passed in the garb and coercion of a workhouse."

"But what has all this to do with democracy or education?" asks the cynic. Well, for the cynic, since nothing matters, it has nothing to do with it at all. But for the real human being who has at least the crude elements of humanity in him it surely matters much that, while such a riot of brutality was going on, the so-called "educated" classes for the most part stood aside and washed their hands of the whole matter. 'Tis true that here and there a poet or an economist took up the cudgels and showed sense of both humanity and patriotism by trying to rouse the wrath of decent people concerning such conditions, and thus save Old England from disaster. But once more, in a supreme test, the teacher, who should be a leader and a prophet, was sunk in sleep at the wheel, and England had to be saved from the decay which certainly threatened her, not by the upper or even the middle classes, but chiefly by the organizations of the victimized slaves themselves. Content was the teacher, appar-

ently, if he poured in a certain amount of Latin and Algebra, having little thought of the fact that the supreme knowledge for mankind to strive after is the knowledge of how to build a rational and decent society for coming generations. Meanwhile let us be thankful that the workers of England to-day live under conditions very different from those described by Mr. Gibbins, even though we educators played almost no part whatever in bringing in a better day.

But we have already taken too much space. We close by asking a few questions the discussion of which should prove stimulating to all public-spirited citizens, and educators especially.

(1) Should the teaching profession be merely an instrument for the carrying out of a programme, or should it, within the limits necessitated by the fact that it is only a part of a great social organism, be creative itself? Is there any other body of people in whose hands is placed so great an opportunity for saving or destroying the world?

(2) If the mass of the people elect a government, and a comparatively small number, on account of their economic power, are able to dictate the policy of that government after it is elected, is that democracy? In a word, is the fact that the people possess the franchise a sufficient guarantee that they actually participate in the governing of their country?

(3) What schemes can be devised to ensure the harmonious development of human society to enable the people, after having elected a government, to have greater weight in shaping its policy?

THE MODEL AGREEMENT

By H. C. Newland

The Edmonton Alliances presented the Model Form of Teachers' Agreement to the Edmonton Board in December last, but owing to the protracted discussion over the new 1920 salary schedule, and the adjustments necessitated in connection therewith, the agreement was not dealt with by the Board until recently. A letter from the Board's solicitors, Messrs. Parlee, Freeman and Howson, to whom the Model Agreement had been submitted for an opinion, was read in the School Management Committee. This opinion (see letter No. 2 following), while frankly unfavorable to the Alliance point of view, nevertheless makes the admission that the Ordinance does not clearly state that agreements must be submitted to the Minister for approval. As to the first objection dealt with in this opinion, we publish in reply the opinion of Mr. Van Allen, Simpson & Co., Solicitors to the A. T. A. (see letter No. 3, following), which shows that Clause 4 of our Agreement does not limit the duties imposed on Boards by Sec. 95, ss. 18 of the Ordinance. Further reference to this matter is made by A. H. Clarke, K.C., of Clarke, Carson, MacLeod & Co., Calgary, in a well-reasoned opinion on the whole agreement. Mr. Clarke, who is well-

known throughout the province, has been retained as counsel by the Alliance, and finds in favor of the Model Agreement as a whole, although he pronounces against the 200-day clause (see letter No. 4 following). In regard to Clause 4, he suggests that the insertion of Sec. 95, ss. 18, of the Ordinance, instead of the words "inefficiency or misconduct," would remove any doubt as to the limiting effect of this clause, to which reference was made above.

The net result, therefore, of these opinions is to reinforce and corroborate the opinion of Frank Ford, K.C., D.C.L., of Edmonton, as given below (see letter No. 1).

The Edmonton Board, upon receipt of the Management Committee's report, passed a resolution recording their strong sympathy with the objects and aims of the Alliance as expressed in the Model Agreement, but deferred final disposition of the matter until the new approved form issued by the Department had been considered.

This new Departmental form contains provision, as promised by the Minister, for—

- (a) Automatic renewal;
- (b) A schedule;
- (c) An open enquiry to precede any termination of the agreement; the clause in this behalf reads in part as follows:

"Provided further that, without prejudice to the right of the Teacher to ter-

minate this agreement by giving thirty days' notice as provided in Sec. 155, subsec. 2 of the School Ordinance, no such notice of termination by the Board shall be effective unless and until the Board has, prior to the giving of such notice, given to the teacher a notice, which said notice shall contain:

"(1) A time and place of meeting of the said Board, at which the teacher accompanied by a ratepayer may have an opportunity of being present for the purpose of discussing with the said Board its reasons for proposing to terminate the said agreement, and to answer any charges that may be made against him;

"(2) Notice, etc."

Considering the fact that the 200-day clause of our Model Agreement may possibly not be warranted by Sec. 155 of the Ordinance, and also the fact that the Minister has given Boards free hand in the use of the discretionary power conferred on them by Sec. 156 of the Ordinance in regard to sick pay, we seem to have in the new Departmental Agreement all, perhaps, we can reasonably hope to attain at the present time. We can consolidate our gains and prepare for the next advance, watching with interest the working-out of the new enquiry clause. Be it noted, however, that the new Departmental form will be, just as was the old form, subject to such alterations or amendments "as may be mutually agreed upon by the contracting par-

ties, provided such alterations or amendments are not inconsistent with any of the provisions of the Ordinance or the regulations of the Department (sec. 151, in part), and in particular, there is not likely to be any objection raised by the Department where, after representations made bona fide and with full explanation and discussion, a board consents to the alteration of the word "ratepayer" in the new clause quoted above to "representative." This change is likely to be adopted by the Edmonton Board.

Finally, let me call attention to the scheme for cumulative sick pay which has been adopted by the Edmonton Board, and which will be found in this issue. This scheme may prove of some assistance to other Boards or Locals that are dealing with this question.

No. 1

"Van Allen, Simpson & Co.,
"Barristers, Edmonton, Alberta.

"Re Teachers' Alliance, Inc.

"I yesterday received your letter of the 1st inst., and have had the benefit of a discussion of the matter with you and with an officer of the Alliance.

"In my opinion this Form of Agreement as drafted by you for the Alliance is legal and valid, for the reason that the departures from the form prescribed by the Minister are alterations and amendments not inconsistent with any of the provisions of the School Ordinance. I have not been made aware of any regulations of the Department with which they would be inconsistent.

"I shall be glad to discuss with you the reason leading to this opinion, but I understand that a categorical answer to the question submitted is what is required of me, and I return herewith the two forms of agreement enclosed with your letter.

"Yours truly,
(Signed) FRANK FORD."

No. 2

"Edmonton, Canada, May 14th, 1920.
"W. D. Brady, Esq.,
"Edmonton Public School Board,
Civic Block, Edmonton.

"Dear Sir,—We acknowledge receipt of yours of the 12th inst., enclosing Statutory Form of Agreement with Teachers now used by your Board, and proposed Agreement submitted by the Teachers' Alliance, requesting our opinion as to the power of your Board in entering into the proposed Agreement.

"In our opinion the purport and effect of the proposed agreement is to take away from the Board the exercise of the powers which by the School Ordinance the Board is vested with and compelled to exercise, and in our opinion your Board would not be justified in entering into such Agreement. Perhaps this could be made clearer by examining some of the clauses of the proposed agreement:

"The first of these clauses (clause 3) provides that the hiring of the teacher can only be terminated by the revocation of his certificate, or under the provisions of Clause 4.

"Under Section 95 of The School Ordinance, sub-section 18, the duties of your Board as to the suspension or dismissal of a teacher are set out. You will notice that these duties are very broad, and that the Ordinance states "it shall be the duty of the Board of every district" to exercise such duties, or, in other words, the

effect of the Ordinance is that it is not optional on the part of the Board as to whether such duties shall be carried out. If the proposed contract is entered into, then your Board will be placed in the position of having made an agreement clearly in breach of your statutory duties, although at the same time, we are of the opinion that your Board could not by contract limit your powers and duties as conferred by the Ordinance.

"The foregoing remarks apply with equal force as to the exercise of your Board of the other duties which you are, under the other sub-sections of Section 95, called upon to perform.

"We doubt very much that any person will seriously contend that it was not the duty of your Board to properly carry out in their entirety all of the duties set forth in Section 95, and we are also of the opinion that if your Board does not carry out such duties, proceedings could be taken to compel you to do so.

"We also doubt that any person would deny that the object sought to be obtained by these clauses, and generally by the contract, is the limitation and restriction of your Board in the exercise of its statutory duties, and if this is the result, which, in our opinion, it undoubtedly is, then we are of the opinion that the proposed agreement cannot be legally entered into by your Board, and that, even though your Board entered into the same, it would not be binding upon the Board.

"We also beg to call your attention to the copy of the letter forwarded to us from the Deputy Minister in which you are requested to submit all agreements between your Board and the teachers to the Minister for approval. Although perhaps the Ordinance does not clearly state that such agreements must be submitted to the Minister, still we are of the opinion that this was the intention. Undoubtedly the Minister so interprets the Ordinance and it would seem to us highly advisable that before any agreement outside the Statutory form was concluded, the same should first be submitted to the Minister for approval.

"Yours truly,
"PARLEE, FREEMAN, MACKAY &
HOWSON,
Per (signed) F."

No. 3

"Opinion Re Model Agreement: Reply to Opinion of Solicitors to Edmonton School Board:

"I have read the copy of the letter from the Solicitors to the Edmonton Public School Board to the Secretary-Treasurer of that Board, bearing date May 4th, 1920. The view there expressed in paragraph 2 is not supported, either by the Ordinance or the contract itself. The effect of ss. 18 of s. 95 of the Ordinance is not destroyed. It is hardly disturbed. A closer reading will show this. Ss. (a) of s. 4 of the Agreement constitutes misconduct or incency, the two grounds of dismissal. Under ss. 18 of s. 95, it must be gross misconduct, not merely the ordinary variety, and neglected duty and refusal or neglect to obey orders of the Board, would in the opinion of the writer, amount to misconduct. Again under ss. (a) of s. 4, of the contract, the Board, while it agrees to conduct an inquiry, is nevertheless not bound by its own award or finding, and its power and duty to dismiss the teacher under this section of the Ordinance is therefore wholly undis-

turbed. It might be as well, however, that the wording of the Section be adopted in the Agreement.

"It is argued by the Solicitors for the Board that it is not optional on the part of the Board as to whether such duties shall be carried out, and that proceedings could be taken to compel the Board to do so. The Ordinance does not say "The Board shall do so and so," but "it shall be the duty of the Board to do so and so." This language implies a discretion. A discretion which is judicial and which cannot be enforced by mandamus (3 Words and Phrases 2283). See also Beale's Rules 402-403, also Parbridge vs. General Council of Medical Education, 1890, 25 Q. B. D. 90-96. At most it is an obligation (Charton's Laws Lexicon, 307).

"The Board undoubtedly has under the Statute a discretion as to what measure of gross misconduct or neglect of duty, etc., would justify it in dismissing the teacher. In exercising that discretion its functions would be clearly judicial, not merely ministerial. If all the other duties of the Board under s. 95 be considered, it will be seen that in each case a certain discretion must be exercised. The duties of the Minister are defined in s. 7. Ss. 4 of that section provides that it is the duty of the Minister to suspend or cancel for cause any certificate. Is it to be argued, then, that that duty could be enforced by mandamus? Certainly not, because he has a discretion in such matters. The position of the Board and that of the Minister are exactly analogous. Under the contract the discretion of the Board is not interfered with, it is merely asked to delay a little until certain facts may be ascertained in the presence of all parties, and then the Board is free to come to any conclusion it pleases, and to carry out its duty accordingly.

"The object of this contract is not to limit or restrict in the least degree the statutory powers or duties of a Board. Ss. 17 of s. 95 and s. 151 bear out the contention of the Alliance fully that the contract may be in any form that may be mutually agreed upon, unless inconsistent with the Ordinance or Regulations. The real object of the Agreement is to get a larger measure of protection and fair play for teachers than they have enjoyed in the past, without in any way tying the hands of the Board unlawfully.

"All of which is respectfully submitted.

"VAN ALLEN, SIMPSON & CO.,
"Per (signed) Geo. H. Van Allen."

No. 4

"In the matter of Model Agreement between teachers and trustees proposed by Alberta Teachers' Alliance, I have examined the proposed model form as well as the form heretofore used, and, as I understand, approved by the Department of Education.

"The principal object of the proposed new agreement is to put the teachers on a more permanent basis in regard to their period of service instead of having short term agreements as at the present time.

"I shall deal with the sections in the proposed agreement separately.

"I understand there is no objection to paragraphs 1 and 2, and I do not see how there can be.

"Paragraph 3.—The effect of this paragraph is to make the hiring of the teacher permanent so long as the teacher remains qualified, subject to the right of termination in paragraph 4.

"I find nothing in the School Ordinance which limits the time for which a teacher's contract may be entered into. Section 95 (17) enables and requires the Board to engage a teacher on such terms as the Board may deem expedient. It then provides that the contract shall be in writing and may be in form prescribed by the Minister. This leaves the whole matter entirely between the teacher and the Board.

"Section 153 is a little more imperative and provides that the contract shall be in the form prescribed by the Minister, but the effect of this first clause is rather negated by the further provision that the form may be altered or amended as may be mutually agreed upon by the contracting parties, so long as not inconsistent with the Ordinance or the Regulations. This is a rather difficult section to construe by reason of the first part of it being imperative and the latter part giving authority to counteract the first part. My conclusion about it is that the Board and the teacher have the power

to fix the term of the service. I doubt very much if the requirement as to the form refers to the period of service.

"Paragraph 4.—Section 95 (18) enables and requires the Board to suspend or dismiss any teacher for gross misconduct, neglect of duty, or for refusal or neglect to obey any lawful order of the Board.

"I do not think that the Board may enter into a contract with a teacher which limits the duties of the Board under this sub-section. The words of paragraph 4 are not in the same terms as sub-section 18, and it may be argued that they are not equivalent. My suggestion would be to adopt the wording of sub-section 18 instead of the words in paragraph 4 (a), viz., "inefficiency and misconduct on the part of the teacher." I see no objection to the remaining portion of Section 4, as I think it is only fair that a teacher before being dismissed should have a proper investigation and should have the right of appeal. I see nothing in the Ordinance to prevent the parties making such an arrangement as this.

"Paragraph 5.—This seems to be in conflict with Section 155 of the Ordinance, and I do not think that the third proviso saves it from being in conflict with the first clause of the section.

"I think, therefore, that this paragraph is not in accordance with the Ordinance, and that the trustees would not have authority to enter into it.

"Paragraph 5.—There seems to be no objection to paragraph 6.

"Paragraph 8.—I see nothing illegal in this paragraph. The Board and teacher may enter into it if they so agree. Section 156 which prescribes an allowance of twenty days in a year, gives the Board discretion to allow for a greater number of days, which I think authorizes the paragraph as it appears in the draft agreement.

"Calgary, Alberta, 19th June, 1920.

"(Signed) A. H. CLARKE,

"Clarke, Carson, MacLeod & Co."

"Calgary, Alberta, 19th June, 1920"

NEWS FROM LOCALS

REDCLIFFE

Redcliff School Board and the local of the Alberta Teachers' Alliance at that point have agreed on the question of salaries for 1920. The basis of agreement is the Medicine Hat teachers' salary schedule. Four teachers receive the minimum of \$1,100; two \$1150, and two others \$1,250. Principal H. O. Klinck and assistant-principal Warren receive \$2,500 and \$1,800 respectively. Congratulations to the Redcliff Alliance!—From "The School."

RED DEER

A special meeting of the School Board was held on Monday evening, when a delegation appeared from the Red Deer Branch of the Teachers' Alliance of Alberta to receive the Board's answer to their application for an increase in pay.

The members of the Board present were Mr. R. L. Gaetz, chairman; Messrs. Payne and W. J. Stephenson, and the secretary, Mr. J. E. Welton. The delegation consisted of Mr. G. K. Sheane, who acted as spokesman, with Miss P. Ebert, Miss D. H. Crowell, Miss Etta Smith, and Mr. T. O. W. Fowler.

Mr. Gaetz said the question had been considered very carefully since it had been raised. The Board had reviewed their position in relation to other places in the Province, and in relation to the ratepayers. The Board recognized the teachers' demand as justified, the only question being one of means.

Mr. Payne, as chairman of the Finance Committee, then went into the whole question of finance in these difficult times at some considerable length. He showed how Red Deer compared favorably with similar places in the matter of salaries. They had generally, he said, dealt separately with the High School staff and the Public School principal. He thought the Red Deer board were in good standing with the teaching staff for candor and fair dealing. He drew attention to the depreciation of land values in the outer school district. Producing a map he went into certain points, criticizing the system of assessment where he thought it work-

ed hardship, and conditions adversely affecting the Board in the collection of taxes, such as premature sub-divisions. While prices had doubled all round, the Provincial grant to Red Deer was approximately the same as it was ten years ago. He showed how the question of continuing free High School education to rural pupils, so as to keep up Red Deer's high standing as a place with educational facilities, was intimately bound up in the matter. Another point of criticism was the fact that the Protestants provided higher education for Catholic children, while the Catholics, having a separate school, did not contribute to the taxes.

Mr. Payne said the Board appreciated the loyalty of the staff, and were prepared to go as far as they could, and finance it.

The scale they had agreed upon, he announced, was a minimum of \$1,100 for new teachers, \$1,200 for re-engagement of the present staff, and \$1,300 for some of the teachers whom he named, as recognition of long and faithful service. The High School staff would be dealt with separately on their merits.

Mr. Sheane, as the representative of the Alliance, did not want anything he said taken as personal. Calling attention to the fact that the principal hardship was a very present one, he said the Alliance were anxious to have settled the question of a possible bonus on the present year's salary, without reference to the future scales. His own treatment by the Board had been ideal, and he was confident they would continue to be as fair as in the past. The minimum in 1914 had been \$700, and inasmuch as a dollar now was only as good as 43c then, the minimum should be about \$1,600. The present small salaries in small places did not encourage permanency of service, as able and ambitious teachers were continually moving to the larger places, where they got better consideration, or were leaving the profession altogether.

A general discussion of the position ensued, various points being brought out by both the Board and the delegation, all of whom spoke.

The delegation retired while this new point was considered by the Board, and upon their return were informed that their request would receive every careful and sympathetic consideration, on the basis of a flat rate bonus of \$10.00 per month, payable alike to the Public School teachers, subject to the approval of the full Board. The High School staff, as previously intimated, would be dealt with separately.

The delegation individually and collectively expressed themselves as quite satisfied with the settlement arranged, and thanked the Board for their courtesy and consideration. This terminated the business of the meeting.—From a Red Deer paper.

EDMONTON

Edmonton Local High School Teachers' Alliance.—At a meeting on February 10th it was decided to elect a representative to the Edmonton Board of Trade, and one to the "Edmonton First" Club. Supt. Carpenter gave an interesting address on "School Administration."

The final meeting for the year was held on the afternoon of Saturday, May 22. The following officers were elected for the ensuing year:

President, Miss Mary Crawford.

Vice-Pres., Mr. Ross Sheppard.

Minuting Secretary and Treasurer, Capt. H. E. Balfour.

Press Secretary, D. L. Shortliffe.

Victoria Representative, Mr. E. L. Luck.

Strathcona Representative, Miss Nash.

McDougal Representative, Miss Chauvin.

Technical H. S. Representative, Mr. M. J. Hilton.

Junior High School Representative, Mr. Misener.

Representative to the School Board, Past Pres. Newland to the end of June, with Miss Crawford as substitute.

It was the feeling of all the membership that this has been a banner year in the history of the local, and that this result was due in no small measure to the untiring efforts of Pres. Newland.

The salary schedule has been amicably adjusted, and a teachers' representative sits in a consultative capacity at meetings of the school board. Probably the relations between teachers and board have never been more satisfactory than at present. The meeting expressed its appreciation of the faithful services Mr. Newland has rendered. Before adjourning, the meeting unanimously decided to give the whole-hearted support of the Alliance to the Vancouver teachers in their struggle with their board for a living salary. The meeting then adjourned to the assembly hall, where a dainty lunch was served by the lady members of the Alliance. 'Tis surprising to see what a lunch lady teachers can prepare!

Edmonton Public School Teachers' Alliance

The enthusiasm which pervaded the annual meeting of the Edmonton Public School Teachers' Alliance, was positive proof that the members of this local are highly satisfied with their achievements of the past year. The retiring executive had been most successful in fighting the battles and solving the problems of the Alliance. It was agreed that greater progress had been made during the past year than during all preceding years. A large share of the credit for these tremendous strides towards attaining more ideal teaching conditions had been due to the untiring efforts of Mr. Humphreys, the retiring president. It was as representative of the Alliance on the Edmonton School Board that he was enabled to make the influence of the Alliance felt. This action of the board in acknowledging the right of teachers to be represented at board meetings is in a large measure responsible for the harmonious relations existing between school board and teachers in this city.

The delegates to the Calgary convention enthralled their audience with reports of enthusiasm, which showed how rapidly this movement has been forging ahead in Alberta. The meeting felt that our delegates had well represented our local at the convention. They were accorded a very hearty vote of thanks.

After considerable lively discussion, the election of officers took place, resulting in the following candidates being elected:

Pres. Mr. H. D. Ainlay.

Board Representative (Ex-Pres.), Mr. H. L. Humphreys.

Vice-Pres., Miss Switzer.

Sec.-Treas., C. A. Ronning.

Women Principals' Member, Miss Draper.

Men Principals' Member, Mr. Willis.

Women Vice-Principals' Member, Miss Gerry.

Men Vice-Principals' Member, Mr. Beckwith.

Grade Teachers' Member, Miss Balfour.

Supervisors' Member, Capt. H. Kennedy.

Special Teachers' Member, Mr. Sanford.

The new executive has already by its numerous meetings, and the manner in which it has successfully found solutions for problems presented, shown that as far as is possible it will carry on the pace set by the retiring executive. Teachers of this local who did not attend the convention should know that the Edmonton School Board has established another precedent by paying the four days' convention pay at the end of June instead

of December, thus helping to tide teachers over the lean months.

The big social event of the year was to have taken the form of a monster basket picnic to Alberta Beach. When all preparations were complete, the weather god decreed that this function had better be postponed to the fall. By then we hope that the Federation of the four Western Teachers' organizations will have sufficient weight with said gods to arrange suitable weather for the annual picnic of the largest local in Alberta.

Members whose fees are still due please bear in mind when they receive June cheques that the address of the Secretary-Treasurer is 9330 81st Avenue, Edmonton.

CALGARY

Report of the Calgary Teachers' Alliance Calgary

The Calgary branch of the Alberta Teachers' Alliance has closed the seventh year of its history, and during the last twelve months it has experienced a very interesting session. The position that the teaching profession holds in Calgary is due almost entirely to the strenuous campaign that the executive carried on during 1919 and 1920. Many of the teacher are not aware of the tremendous amount of work done by the old executive, nor the time spent in arranging schedules and compiling statistics. That this is time and energy well spent is evidenced by the standing of the Calgary teaching staff.

Great as the strides have been in the man of the profession to its rightful position, it is but a first step towards what must yet be done in the very near future if teaching is going to be a calling that will attract the youth of Canada to its ranks. The days of a stepping-stone profession are over and the teachers see the result of previous mistakes and hesitancy. It is the duty of the present teaching fraternity to raise the work to such a height that it will rank with, and possibly be superior to any other lification, that the young man or young woman of Canada chooses to follow.

Thanks to the work of previous executives and the assistance of the Provincial body, the outside world is coming to realize that the teachers are quite capable of handling their own problems, and carving their own destinies. Different organizations in the City of Calgary have solicited the assistance of the Teachers' Alliance in matters of public welfare. The day of the individual teacher dealing with the School Board is over; all matters are now handled through the Teachers' Alliance. This is a decided advantage both to the teacher and to the School Board, and is of material assistance in developing the useful activities of the Alliance.

With such a trail blazed for the incoming executive, it is only a matter of time and energy to carry on to a successful conclusion, or, at least, further on their way the important issues now before the teachers. That the present executive is not going to be outdone by any previous committees was amply demonstrated at the first executive meeting held in the Commercial High School Thursday, June 23. The advisability of conducting a Press campaign to enlighten the public on school affairs and keep the teachers posted in regard to the working

of the Alliance was discussed and a committee appointed to look into the matter. A report of the executive meetings was ordered sent to each school, so that each teacher will be fully informed about the matters dealt with, and can come to the General Meetings prepared to discuss the topics that may be introduced. A suggestion was made that it might be advisable to have all locals send reports of their meetings to the A. T. A. Magazine, and thus keep in closer touch with each other. Each member of the executive was appointed a look-out to find means and ways to increase the membership when the schools re-open in the Fall. As four of the executive are going to Ontario and three are intending to mark papers in Edmonton, there should be an abundance of material to assist the committees in the next year's work. Delegates have been appointed to the Conference of Representatives of Western Provincial Alliances and Federations to be held in Calgary in July.

The General Meeting of the local Alliance was held in the Central Collegiate Institute on June 8th, and the following officers were elected:

President, A. H. Carr, C.A.

Vice-Pres., Miss Z. N. Lathwell, B.A.

Sec.-Treas., George Cromie.

Executive Council, Messrs. W. W. Scott, B.A., C. E. Leppard, H. Freeman, Misses J. D. Johnson, J. Hanning, M. B. Tier, J. McColl, McMartin, Winfield, K. Clarke, Mrs. Grigg.

LETHBRIDGE

Notes from Lethbridge Local Alliance

The Lethbridge Local was among the first of the Locals to be organized, and in point of membership has made a good showing, having had for the last Alliance year 100 per cent. of the city teachers members of the Alliance. Not content with this, but feeling that the duty of the well-organized city local is to help in the organizing of the surrounding district, the Lethbridge Local decided to hold their meetings in the evening, and issued an invitation to outside teachers to join with them. In the case of places where a small Local could be formed, this plan was suggested, and it is intended to have combined meetings of a number of locals at periods of three months. The first of these meetings was held on May 24th in the evening, and was very successful. Mr. T. E. A. Stanley, of Calgary, was present, and delivered an address on the aims and objects of the Alliance. About 25 teachers from outside points were present, and the company of 75 had a most enjoyable social evening with cards and dancing. It was felt that for both city and country teachers this innovation was a great success. It is hoped that a spirit of good fellowship and unity will be developed by such gatherings.

The Lethbridge Local had some 15 of its members in attendance at the Convention, and they came back with a much better understanding of the work of the A. T. A. in general. The Local was reorganized to make its financial year coincide with the Alliance year, the election of officers was held, and a revised constitution drawn up and adopted.

Salary matters have occupied the attention of the Lethbridge Local to a large extent. They have obtained a schedule satisfactory so far as maximum is concerned, but entirely inadequate in regard to minimum, and are busy on remedying this defect.

In pursuance of the policy of educating the public regarding the teacher and his profession, a number of articles have been published at regular intervals in the local paper, and space has been willingly given by the editor. Educational matters have been very prominently before the public of Lethbridge of late, and there are a few matters affecting the Alliance still under consideration.

The Lethbridge Local is preparing to take up the cudgels on the salary question. Last year it obtained a scale which had some satisfactory features, but which could not by any chance be mistaken for the Alliance schedule. The low minimum, especially, has been weighing on the Lethbridge conscience. The first objective will be a minimum visible to the naked eye. The Alliance is pressing for the official minimum to take effect in September, and is mustering its forces with a view to insisting on the revised Alliance schedule for the commencement of 1920. The Alliance has every confidence that the end of next term will see it in a satisfactory position.

An encouraging but anomalous feature is the satisfactory rate of salary paid to new appointees regardless of scale. They average two or three hundred dollars higher than the scale minimum which is still the rate paid to many of older standing. It is a situation which could exist only in the teaching profession. There is one hopeful symptom in this. Teachers are no longer to be had at bargain prices. The hand of the A. T. A. is gathering strength.

Congratulations, Lethbridge:

Prof. Peluet, examiner in Oral French for the larger High School centres, states that he found the best work in the province in this department in the classes of Grades XI and XII, Lethbridge High School.

The teacher of this branch was Miss F. Rothney, M.A. (Aberdeen).

Miss Rothney is a member of the Lethbridge Local of the A. T. A., a recent acquisition to the teaching ranks of the province, and an enthusiastic young teacher. Fellow-members of the A. T. A. will rejoice that Miss Rothney has secured this distinction during the initial year of her career here and wish her continued success.

CARDSTON

The Cardston District Local presents all the appearances of affluence; it has a live executive, printed stationery and everything! The members of the executive committee are: G. L. Woolf, President; N. R. Syke, Vice-President; A. R. Steed, Sec.-Treas.

The membership committee consists of J. W. Low, Osborn Wight, and Ora Williams.

The entertainment committee comprises the following members: Archie Robbins, Alma Coombs, Ruby Parrish, and Undine McCune.

This Local has recently had a little "round-up" in order to discuss with the Cardston Board their appointment of a Grade VIII teacher. A lively time "was had," but the result seems to be a satisfactory understanding all round. All members are strong for the \$1,200 minimum and the new contract. They have signed the old departmental form of contract to which certain vital clauses of the

A. T. A. contract were attached. They are protesting against the present system of conducting the Departmental Examinations, and welcome the A. T. A. Magazine as a medium through which they may express their views.

MEDICINE HAT

The officers of the Medicine Hat Local are: Pres., Chas. E. Peasley; Past Pres., D. M. Sullivan, M.A.; Vice-Pres., G. C. Patterson; Secretary-Treasurer, Miss Winnie Henderson; Executive Committee, Miss M. L. Holmes, Miss A. Currie, Miss Ella Spangels, Miss Bernice Emes, Miss E. McCracken, B.A., Miss Bessie Walker, Miss E. Gardiner, Miss V. T. Barnes, and Miss J. E. Macdonald.

The size of the executive is due to the principle of the local constitution which provides for one member to be chosen from each school staff. The plan has justified itself locally.

Medicine Hat Local constitution provides that members shall pay their general fee by May 15, and the local fee by October 15th.

On May 15th this year 60 out of the 67 teachers in Medicine Hat had paid their general fees. Those who have not paid are teachers who are quitting the profession with the close of the current term.

Notwithstanding, a number, not forget-

ful of the benefits of the A. T. A., paid their fee as a sort of thank-offering.

Not a little credit for good membership, prompt payment of dues, and attendance at meetings, is due to an efficient membership committee. The chairman of this committee on the day of the meeting phones to the committee member of each school to remind the staff of that school of the meeting and to check over the staff to see if perchance any new teacher uninitiated into the ranks of A. T. A. has found her way to that school. She also solicits fees at the proper time. At meetings the committee report just who are absent and know the reason for such absence.

Medicine Hat Local's membership committee for the past year has been Miss Philip (chairman), Miss Emes, Miss Gordon, Miss Baltzer, Miss Hilton, Miss Best, Miss J. A. Fraser, B.A., Mrs. Jordan, Miss McGee.

President Peasley and Roy Baker, B.A., comprise the Medicine Hat "Advisory Committee" to the School Board.

Although by resolution of the Board the Advisory Committee was at first refused admission, persistence triumphed and the committee receives a courteous reception at all board meetings.

In fact the Board have shown their appreciation of the value of this committee by appointing members to act on special committees.

Security of Tenure

Incidents multiply and cases accumulate to establish beyond peradventure the absolute need for Clause 4 of our Model Form of Agreement. Just read the following letter from one of our members which tells the usual story: Teacher dismissed by a Trustee's children; "good business," however, because Board saves \$300 by engaging a new teacher at minimum. What is the use of a salary schedule without security of position?

Utopia, Alta., June 15th, 1920.
J. W. Barnett, Esq.,
Edmonton, Alta.

Dear Mr. Barnett.—As a staunch supporter of and believer in the Alliance, I wish to put my case before you. I learned this morning that the Board did not require my services longer owing to the fact that some of the children did not like me, because of strict discipline.

Unfortunately two of the children in question are daughters of two of the trustees. It is not a question of efficiency; the Board acknowledge that, and the Inspector's report bears witness. I must go because a few children who, I think, do not know their own minds, are displeased because of my discipline. The Board knew I intended staying, and as I had had no hint of any dissatisfaction until last Monday night, I had spent a lot of money on my home, garden and poultry.

Herein, Mr. Barnett, lies, I think, the weakest and least attractive part of our profession,—the insecurity of our tenure. We must please everybody,—and I tried hard,—or else we must go.

It may be that the salary question enters partly into this. A trustee, before any disapproval was expressed, asked me what I would re-engage for. I asked for \$2,000, an advance of \$200.

I feel that I have got along very well with the majority of the people, and do not wish to leave an established home. I am willing and anxious to have my case investigated impartially.

I hope our Alliance will act early for I understand that the Board is already negotiating with a teacher. If I must break up my home again, I feel that for the sake of my family, I should try another profession. Please let me know when you take the case up.

Yours sincerely,

A. N. ATAN.

RESOLUTIONS

The following resolution of protest was sent by the High School and Grade VIII teachers of Calgary to the Calgary School Board, in reference to the recent Departmental Examinations. A similar resolution was sent by the Edmonton Alliances to the Edmonton Board:

"Whereas, it has recently come to our notice that the Department of Education this year is considering placing the onus of conducting the Annual Department Examinations upon the school boards in the various centres; and

"Whereas, it has been and is the duty of the Department not only to set the final examinations, but also to conduct them, arrange for the marking of answer papers and for the publishing of results; and

"Whereas, the whole cost of conducting said examinations should be met by the Department and not by local school boards; and

"Whereas, the Examination time-table

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set by the Department calls for presiding over pupils up to the hours of 4.30 and 5.00 p.m., which is contrary to the Alberta School Ordinance; and

"Whereas, in case of candidates writing extra papers, it is necessary for presiding examiners to conduct said examinations between 4.30 and 7.00 p.m.; and

"Whereas, on account of promotions this year only a part of pupils in Grade IX and X write, and the services of only a part of the teaching staff will be required for presiding purposes:

"The High School and Grade VIII Teachers of the City of Calgary respectfully request the Calgary School Board to insist on the Department of Education assuming the responsibility of conducting its own examinations and not shifting the responsibility to local school boards.

"We further wish to assure you that in making this request we are not deprecating any action of the School Board, but merely protesting against the policy of the Department of Education in this matter."

Resolutions

Adopted by the American Federation of Teachers in Convention Assembled, at Pittsburgh, Pa., July 5, 6, 1918

Education in Relation to World Democracy

President Wilson has said, "The war is bringing to the minds of our people a new appreciation of the problems of national life, and a deeper understanding of the meaning and the aims of democracy. These and other lessons of the war must be learned quickly, if we are intelligently and successfully to defend our institutions. When the war is over we must apply the wisdom which we have acquired in purging and ennobling the life of the world, and in these vital tasks of acquiring a broader view of human possibilities the common school must have a large part."

The American Federation of Teachers finds in these words of the President an imperative call to duty. The Federation believes that there can be no world democracy in government, or in industry, unless there be democracy in education. Therefore, this organization directs the attention of the public to the following situation in our elementary and secondary schools, and in our colleges and universities:

- (1) The autocratic administration of the schools and colleges.
- (2) The peculiarly subtle state of mental slavery which is produced by constant subjugation to rules, imposed curricula, and dictated policies in which the individual has no voice and no opportunity for personal initiative.

(3) The inability on the part of teachers so restricted mentally to do effective work, and to develop in their pupils a true democratic consciousness.

(4) The general discouragement on the part of teachers who are liable to feel the futility of combating conditions existing under the present form of school organization and management.

(5) The totally inadequate salaries for teaching.

(6) The unparalleled exodus of teachers from the profession, due to the above stated conditions.

(7) The prevailing practice of filling positions left vacant with untrained and inefficient teachers, in the interest of a false economy, and thereby endangering the future of the nation.

To remedy these conditions the American Federation of Teachers offers the following proposals:

(1) That there be established a minimum salary of \$1,000 for all teachers, rural, city and federal.

(2) That there be a teacher member of all boards of education, because none other has the first hand knowledge of the needs of the pupils and of the teachers.

(3) That there be a council of teachers in each town or city elected by the body of teachers, the duty of which shall be to meet with the various superintendents and administrative officers, and advise with them as to the curricula, methods

The Big Idea By One Who Has It

Salary-increase is not the only thing for which the Alliance is organized. It may be a thing of prime importance at the present time because of the scarcity of qualified teachers, and because it is absolutely impossible to make a real profession out of unqualified teachers and amateurs. But the main object of the Alliance is to obtain self-realization and self-determination for the teacher.

It is an undisputed fact that the only way to secure the best teachers the land can produce is to pay a salary equal to that of other professions so that no temptation can lure them into other lines of activity. Teaching is too important a business to be made a stepping-stone or a football. It has been made a football too long. The time has come when a teacher must realize that he is a member of a real profession and not a transient looking for something better. In fact there should be nothing better for him to look for. This is the goal towards

which we are striving, and to reach it requires thorough organization, regular attendance at Alliance meetings and, above all, concerted action. We must be alert at all times, not merely when a salary campaign is on. We must develop a group spirit and sacrifice our individual whims for the good of the group. Very few teachers have this spirit as yet. Selfishness is too prominent.

We must learn to look at the other fellow's side of the question and forget our own occasionally. It will do us good, for, in helping our brother, we grow in virtue and become worthy leaders for the children we teach. Get into the Alliance, get the group idea, attend every meeting. Learn to shoulder responsibility, and you will become competent as a factor in moulding and directing the educational system of the State. We teachers will be called upon to do more of this work in the future than ever we have been in the past; it is therefore our duty to prepare ourselves for this wider sphere of activity.

Cumulative Sick Pay at Edmonton

All teachers to whom this by-law applies shall be entitled to salary for a period not exceeding two days in any one calendar month, due to absence from duty through illness, and subject to the annexed succeeding clauses. Such sick leave shall be cumulative, and there shall be no deduction of pay by the Board for such absence; such cumulative sick leave and salary therefor shall be in direct proportion to the number of calendar months of continuous past service with the Board.

Provided that such cumulative sick leave and salary shall not be granted for a period to exceed sixty days, the same being the maximum period that shall be allowed for three years (30 months) of continuous teaching service with the Board.

When any teacher is required to be absent from duty through sickness, such teacher shall forthwith inform the Board of such enforced absence, provided that where such sickness necessitates such teacher's continued absence for five suc-

ceeding days or more; or when the total of such absence amounts to five days or more in any one calendar month, such teacher shall produce to the Board a doctor's certificate certifying to the inability of such teacher to be on duty; and provided also that each principal within the District shall be required to inform the Board in writing monthly, of the absence from duty through sickness, or otherwise, of all teachers of the staff, giving the reason for such absence.

The foregoing provisions regarding sick leave shall apply only to such teachers as are engaged permanently or provisionally, and the temporary teachers engaged for a fixed period, and shall not apply to substitute teachers.

This by-law shall be deemed to be included in all contracts made between the Board and permanent, provisional and temporary teachers.

The Superintendent of Schools, as nearly as may be shall submit to the Board immediately at the end of each half term a written report of all sick leave or sick absences of the Board's staff with such details and such particulars as the Board may from time to time require.

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and policies to be carried out in the schools.

(4) That there be a similar advisory council in each school.

(5) That such democratic procedure be urged each teacher in his work, as will tend to establish early in life, the mental habit of feeling and accepting the responsibility laid on each individual in a true democracy.

(6) That the school become in spirit and actually a part of the community, co-operating with civic organizations, not only in affording places for public meetings, but also by providing in the course of study the means of becoming acquainted with the economic environment of human beings. To this end the American Federation of Teachers strongly urges upon educational authorities the introduction of instruction in industrial history. This should lead to a clearer understanding on the part of the public than now exists of our social conditions and institutions. In the interpretation given to industrial history it is recommended that there be included such correlation with commercial geography, as will demonstrate the adjustment problems of all peoples of the world to the best American economic standards. A special course for high schools should include a minimum of one year of civics and economics and one year of American history.

(7) That high standards be maintained in all normal and other training schools for teachers, and that all appointments of teachers be made probationary, so that efficiency may be guaranteed.

CLIPPINGS

In an address delivered in Boston in 1838 Channing said: "The present poor remuneration of instructors is a dark omen, and the only real obstacle with which the cause of education has to contend. We need for our schools gifted men and women, worthy, by their intelligence and their moral power, to be entrusted with a nation's youth; and, to gain these, we must pay them liberally, as well as afford other proofs of the consideration in which we hold them. In the present state of the country, when so many paths of wealth and promotion are opened, superior men cannot be won to an office so responsible and laborious as that of teaching without stronger inducements than are now offered, except in some of our large cities. The office of instructor ought to rank and be recompensed as one of the most honourable in society. In this grand object the working men of all parties, and in

all divisions of the land, should join with an enthusiasm not to be withheld. They should separate it from all narrow and local strifes, they should not suffer it to be mixed up with the schemes of politicians. In it, they and their children have an infinite stake. May they be true to themselves, to posterity, to their country, to freedom, to the cause of mankind!" How applicable to many of our present problems are these remarks of four generations ago.—Exchange.

New York—"A few years will see the country without school and college teachers unless salaries are increased."

This was the assertion of Miss Helen Taft, acting president of Bryn Mawr college, at a recent address here in behalf of the college's endowment fund campaign.

Miss Taft cited as indication of this trend the fact that hundreds of schools in New York and Maine have been forced to close for lack of teachers.

The teaching profession would be hurt far less. Miss Taft believes, by a strike of college professors in a body for higher pay than by the constantly increasing practice of professors striking individually by leaving their profession to take up higher paid work of some other kind.—Calgary Albertan.

WAYS AND MEANS OF HELPING THE "A. T. A. MAGAZINE" ALONG

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2. Do your best to make the "A. T. A. Magazine" the recognized advertising medium for teachers of the Province. Tell all trustees that a "Teacher Wanted" ad. in our magazine will produce more satisfactory results than one inserted elsewhere.

3. Patronize the advertisers of the "A. T. A. Magazine."

4. Pass the Magazine along to a non-member, if such can be found—it cannot cost you more than 1c.

5. See that your local Press correspondent sends news of Local Alliance meetings and that your Local is "written up" in the "A. T. A. Magazine." Bear in mind that the reports of proceedings of your Local Alliance meetings may seem to be of local interest only, but it is the collective opinions of the local alliances which formulate the policy of the General Alliance; besides a report of your meeting will perhaps stimulate discussion of a similar type in another local, and so the work will progress.

6. "Write-up" and send in for publication your views on any of the questions or topics which you see are being ventilated in our columns. Make a point of doing this when the spirit seizes you—don't put it off until the next issue.

7. Rural teachers: We want your help in making the Magazine of real service to every teacher in this Province. Let us know about your troubles, trials and tribulations. We shall be happy to assist you in any way that we can.

8. See that your fees, together with the application forms are sent to the General Secretary-Treasurer before the end of July.

9. Be on the lookout for every teacher who is not a member of the Alliance. If you have never done anything to help the Alliance *you can at least do this*. Every new member or new subscriber means a more broadly based organization, and wider publicity.

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Communications

Deloraine, Man.,
June 11th, 1920.

Mr. H. C. Newland,
11129-61st Street,
Edmonton Alta.

Dear Mr. Newland:—

Yours of 6th instant to hand.

Thanks for the A.T.A. Magazine.

It is perfectly evident that the solution of many of our problems depends upon the solidarity of the teaching profession from Alberta to Pacific.

If the B.C. teachers concur, your suggestion re Regina as meeting place is excellent.

Permit me to congratulate your organization on the many strong planks in its platform.

Yours very truly,
J. M. Nason,
Secretary M. T. F.

69 Gothic Avenue, Toronto.
June 17, 1920.

Mr. W. Scott,
Calgary, Alta.

Dear Mr. Scott.—We received from you in May a circular letter which was sent out to the teachers of Alberta re Salary Campaign and Ontario is heart and soul with the West in the effort to improve conditions for the profession.

We organized the Ontario Secondary School Teachers' Federation in January of this year, and of course it has taken some time; but things have come along well. We expect to be ready to "line up" on the salary question next year, when the organization is more complete. At present we have a membership of probably 85 per cent. of the teachers in Ontario.

I have heard a report of a meeting in Calgary this summer for the purpose of some joint action in the Western Provinces. Now it is my own opinion that Ontario might be interested in what you are doing, perhaps even to the extent of sending out a delegate. Will you let me know at your earliest convenience the date and purpose of the convention.

Yours truly,
W. KEAST, Secretary.
Ontario S.S. Teachers' Federation.

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SCHOOL WANTED—OPENING IN JULY or early August. English-speaking settlement. Nova Scotia First Class License. Normal College trained, four years' teaching experience. Salary not less than \$110 per month. Write Muriel L. Eaton, Kingston Station, Kings County, Nova Scotia.

TEACHERS WANTED

WANTED—PRINCIPAL FOR THE VICTORIA PREVOCATIONAL SCHOOL, CALGARY, DUTIES TO BEGIN MONDAY, AUGUST 30TH, 1920. APPLICATIONS STATING EXPERIENCE AND SPECIAL QUALIFICATIONS WILL BE RECEIVED BY THE UNDERSIGNED UP TO JULY 15TH. J. H. HANNA, SECY.-TREASURER, CALGARY SCHOOL BOARD.

TEACHERS WANTED—One teacher for Cadron School District and one for Bokowina School District. Both are two-roomed schools, located north of Andrew. Apply: L. B. Yule, Inspector of Schools, Fort Saskatchewan.

TEACHER WANTED—For Pleasant View School District No. 663, 3½ miles east of Fort Saskatchewan. First Class Certificate. Salary \$1,200. Commence duties August 16. Apply: John Mohr, Junior, Fort Saskatchewan.

TEACHER WANTED—For Winona School District holding 2nd class certificate. Must have good recommendations. A good salary will be paid to a good experienced teacher. Duties to commence August 16th. Apply: F. W. Weeks, Sec.-Treas., Oxbill, Alberta.

TEACHER WANTED—Evarts School District No. 736. Apply, stating experience and salary required to, Wm. Robertson, Sec.-Treas., Box 32 Evarts.

TEACHER WANTED—Shelburne School District No. 1038. Fully qualified. Duties to commence August 9th. Apply: Chas. White, Sec.-Treas., Roundhill.

TEACHER WANTED—FOR EDENDALE S.D. 2964. Ninth Grade work taught. Salary \$100.00 per calendar month. Modern conveniences in boarding house. Term starts July 19th. K. G. Daigle, Sec.-Treasurer, Acadia Valley, Alta.

TEACHER WANTED—EXPERIENCED teacher holding First or Second Class Certificate for Loveal S.D. No. 2643. Duties to commence July 12th. Boarding house one mile from school. Salary \$100.00 per month per ordinance. Apply to H. J. Denney, Secretary, Oyen, Alta.

WANTED—TEACHER WITH FIRST OR SECOND CLASS PROFESSIONAL CERTIFICATE FOR GRANDVIEW S.D. 941. Duties to commence August 16th. For particulars apply to Mrs. J. Haines, Secy.-Treas., R.R. No. 2, Millet, Alberta.

WANTED—FOR WENGER HEIGHTS SCHOOL, A female teacher, Protestant. To commence teaching at once. Apply, stating qualifications and salary, to M. Danielson, Secretary, Oyen, Alta.

TEACHER WANTED—SCHOOL TO OPEN JULY 10TH IF POSSIBLE. SALARY \$1200.00 PER YEAR. STATE QUALIFICATIONS AND EXPERIENCE. C. E. MADDOX, SEC.-TREAS., HUXLEY, ALTA.

TWO TEACHERS WANTED—FOR THE Langdon School District No. 220, for Junior and Intermediate Grades. School opening after mid-summer vacation. Apply, stating qualifications, salary, experience and religion, to E. Moe, Secy.-Treasurer, Langdon, Alta.

TEACHER WANTED—FORT SASKATCHEWAN PUBLIC SCHOOL requires an experienced, capable teacher, First Class for Grades 6, 7 and 8. Salary \$1200.00, increasing annually till maximum \$1600.00 is reached. Duties to commence 1st September. Apply, giving references, to J. B. Adamson, Secy.-Treas., Fort Saskatchewan, Alberta.

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TEACHER WANTED — FOR AIRLIE School District No. 2980. School open the year round. Second or Third Class with experience accepted. Three miles from G.T.P. Railway, 7 miles from town. Address Herbert Butler, Sec.-Treas., Box 82, Chauvin, Alberta.

WANTED AT ONCE — TEACHER FOR Solon S.D. No. 2525. Salary \$100.00 per calendar month. School is nine miles from Hanna. Geo. S. Johnson, Sec.-Treas., Box 69, Hanna, Alberta.

ALFRED L. MARKS, LL.B.
BARRISTER, SOLICITOR,
NOTARY

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MERE GOSSIP



Miss Mary Crawford, President of the Edmonton High School Teachers' Alliance, left recently for New York City, where she will visit her sister, and also attend lectures at Columbia University during the summer session.

Mr. G. C. Paterson, Principal of Montreal St. School, Medicine Hat, has resigned his position. He will attend the University in order to prepare himself for some other line of work.

Mr. E. C. Davis, M.A., of Victoria High School, Edmonton, has been absent on leave since April. He is taking an advanced course in English and Dramatic Art in New York City.

Born—On Saturday, June 5th, 1920, to Mr. and Mrs. D. M. Sullivan, a son, David McCarthy. Mr. Sullivan is principal of the Medicine Hat High School. Our congratulations, Mr. Sullivan.

(Lieut.) L. R. Mattern, M.A., of Strathcona High School, Edmonton, was granted a year's leave of absence by the Edmonton School Board, in order that he might complete his course at King's College, England.

Miss Beatrice Patterson, teacher of Kansas S.D., is to be married to Mr. Edgar Colter, who is a G. W. V. We offer felicitations.

Owing to serious illness in her family Miss Kathleen Teskey, M.A., of Edmonton, left for her home in Ontario early in June.

Mr. D. A. MacKerricher, M.A., of Calgary, has completed a year's post-graduate study at Leland Stanford University, California.

Born—On Thursday, June 23rd, 1920, to Captain and Mrs. Henry J. Towerton, of Edmonton, a daughter.

Capt. Towerton, who was with the British Expeditionary Force in Mesopotamia, returned last September to resume his position on the staff of the Victoria High School.

Lieutenant R. Hulland, of the Edmonton Normal School Local Alliance, is now principal at Edgerton, Alta., at a salary of \$1,500.

Miss Thelma Robinson, a graduate of the Alexandra High School, Medicine Hat, has gone to teach at Chappice Lake S.D. No. 2933, at a salary of \$1,200.

Mr. G. D. Misener, B.A., a former President of the A. T. A., and now Principal of the H. A. Gray Junior High School, Edmonton, will attend the Summer School of Pedagogy at the University of Toronto. Verba sap, George.

Miss Annie S. MacKenzie, B.A., of Nova Scotia, has been granted a third class certificate in Alberta, and is teaching at Wilkinson S. D. No. 2814, near Medicine Hat.

Miss Alice Mulholland is teaching at the Willow Lake S. D. No. 2356, near Rosebeg, Alta.

Miss Winnifred Girdler, B.A., of the Strathcona High School staff, Edmonton, is attending the summer session at the University of Chicago.

D. R. Ware, a veteran pedagogue, and a veteran of the Great War, is teaching at Finn's Lake S.D. No. 2098. His initial salary is \$1,200 and a free residence. His post office address is Medicine Hat.

Captain Hector Kennedy, D.S.O., Supervisor of Physical Education, Edmonton, is taking a course at the International Y.M.C.A., Springfield, Mass.

Marshall Mallett, of Edmonton, has taken charge of the Schneider School No. 1321 at an initial salary of \$1,200. (Irvine P.O.)

Mr. M. J. Hilton, of the Technical High School, Edmonton, left at the end of June for the Ingenika River in the Peace River country.

Among those from Alberta attending the summer session arranged by Queen's University, Kingston, are Miss Syer and Miss Winnie Martin, of the Commercial Department, Victoria High School, Edmonton.

D. D. Heart, B.A., is in charge of the Brecker Hill School No. 2658 at an initial salary of \$1,200.

Miss Lorene Maguire, B.A., of the Westmount Junior High School, Edmonton, is spending her vacation in Toronto. While there, she will complete her specialists' course in physical education.

Hector Fraser, B.A., has been granted a permit to teach in the Pleasantview S.D., near Medicine Hat. Mr. Fraser has spent four years at Edinburgh University.

Mr. B. Cartwright, B.A., Principal of the Lacome High School, was appointed to the teaching staff of South Calgary High School, but we understand that his School Board in Lacome were unwilling to permit this change and accordingly raised his salary to \$2,500.

Mr. Jones, B.A., of Fort George, B.C., and Miss Elliott, B.A., of High River High School, have been appointed to the teaching staff of the Central High School, Calgary. But at time of writing, it is not known that either of them will accept the appointment.

Mrs. Fish, teacher of sewing in the Calgary High Schools, has gone to Vancouver. Her withdrawal from the Calgary teaching staff will be a great loss to the city because of her unusual success in this work.

Miss E. S. Lovell, of King Edward Public School, Calgary, who has been on leave of absence for two months, has resigned being unable to return to her position on account of her mother's illness.

Miss C. Hewitt, of Haultain Public School, Calgary, has resigned her position to return to Hamilton, Ontario.

Miss F. G. McKinnon, of Earl Grey Public School, Calgary, is applying for leave of absence to complete her Arts course in the University of Alberta.

Miss E. Armand, of Haultain Public School, Calgary, is asking for leave of absence for next term to take a special course in educational work at an American institution.

Lieut. E. G. Grant, vice-principal of King George Public School, who has been at the University for the past year, will continue on Calgary teaching staff for next year.

Principal G. D. Martin, of Riverside Public School, has resigned from teaching to take up farming in the vicinity of Red Deer.

Mrs. M. Bennett, who has been on the staff of the Sunalta Public School, Calgary, is going East with her husband, Major Bennett, of Mount Royal College. The Major plans to complete his course in Arts at Queen's University, Kingston.

Miss B. B. Watchorn, of Sunalta Cottage School, Calgary, is planning to attend the Lillian Massey School of Household Science, at the University of Toronto, next year.

Miss Roach, Miss Julian, Miss Nurcombe and Miss Gaines, all of the Calgary teaching staff, have written on the Grade XII examinations this year. These girls deserve credit for their pluck and their example should be followed by others next year. May they all be successful is our best wish for them.

Mr. M. O. Maxner, B.A., of the Central High School, Calgary, has resigned to accept the principalship of the Lunenburg Academy, Nova Scotia.

Mr. R. Massey, B.A., Principal of the Prevocational School in Calgary, has resigned. His withdrawal from the teaching staff of the city will be a great loss as he has been the founder of prevocational work in this province.

